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ABSTRACT

The Joint Committee on the Master Plan for Higher Education in California had the desire to include all the state's colleges and universities in a cooperative project to define goals for higher education in California utilizing the newly developed Institutional Goals Inventory (IGI). The objectives of the undertaking were fourfold: (1) to gather relevant data from the state's campuses for use by the Joint Committee in preparing a statement of purposes for higher education in California; (2) to survey lay citizens for the same reason; (3) to enable a great many people associated with the state's colleges and universities to register their opinions about higher educational goals; and (4) to provide an opportunity for each campus to engage in an internal self-study of campus goals. Summary data are given separately using the institution and the individual respondent as the unit of analysis. (HS)

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GOALS FOR CALIFORNIA HIGHER EDUCATION: A SURVEY OF 116 COLLEGE COMMUNITIES

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JOINT COMMITTEE ON THE MASTER PLAN FOR HIGHER EDUCATION
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GOALS FOR CALIFORNIA HIGHER EDUCATION: A SURVEY OF 116 ACADEMIC COMMUNITIES

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PREFACE

Why study institutional goals? For what reasons would a committee reviewing a state's master plan for higher education sponsor a statewide analysis of campus goals? My answer would be first that without a conception of what the system should be seeking to accomplish, no appraisal of the present plan makes any sense, nor likewise do proposed reforms make sense without a prior understanding of what the reforms are intended to achieve.

Second, beyond the formulation or refinement of a master plan, clear conceptions of system and segment purposes as well as of the goals of individual institutions have numerous uses in the day to day work of the various elements of the overall higher education system in the state--in curriculum planning and decisions about new programs, in the budgeting and fiscal allocation processes, in student admissions and placement policies, in faculty recruitment and reward decisions, in the organization, governance, and maintenance of possibly distinctive environments on each campus, and so forth. Indeed, pushing the case, it may be argued that no substantive decision on a campus or in a higher office makes sense unless it is made with reference to institutional goals and system purposes.

Third, I would assert that purposes for a state's higher education system, representing its fundamental policy as they do, cannot be promulgated more or less arbitrarily from above, if the policy-as-purposes are to command respect and allegiance from the people involved in the system. For purposes to be regarded as legitimate, they must be determined through a process that is to some degree participative. In this spirit, the Joint Committee invited all the state's academic communities--to include at each one, students, faculty, administrators, governing board members, and local community people--to participate in a cooperative study. Survey results aggregated across colleges would be made available to the Joint Committee for its purposes; results for each campus, variously tabulated and organized, would be returned to the campus for their goals analysis and other self-study purposes.

In a number of ways this has been a milestone study. To my knowledge, it is the first instance of an agency responsible for proposing policy for a statewide education system attempting a broad analysis of the beliefs of the people in the system in order to incorporate those beliefs into a policy-as-purposes formulation. While there have been several multi-campus studies of college goals (Gross & Grambsch, 1968; Uhl, 1971; Peterson, 1972a), this one is by far the largest in terms of number of institutions (116) and individual respondents (nearly 24,000). It is a milestone as an attempt, using a comprehensive yet standard instrument, to assess both presently perceived as well as preferred priorities at all the colleges and universities within a state.

This report is organized in much the same way as most reports on social research projects. True to convention, it makes heavy use of charts and tables (although the highlights of every table are also spelled out in prose). Depending on the interests of the reader, particularly his interest in knowing the results in detail, the report may be perused in several ways. At the minimum, the key results of the survey can be seen in pages 157 through 167 in Chapter IV. What will be missed by looking only at the final chapter is a feeling for the variation (or lack thereof) among the individual campuses on the various goals, which is the main burden of the lengthy Chapter III.[*] The many tables in this chapter are all of only two types, and once the logic of both kinds of tables is understood, the essential messages contained in all 80 of them can be very readily grasped. Finally, almost all of the technical material has been put together in Chapter II, which can profitably be skipped by many readers.

The general implications briefly set forth at the end of the report are the author's own . for which he assumes full responsibility. I quite realize that different people can reach different conclusions from the same set of social research data. Furthermore, different approaches to drawing conclusions from social research data are possible. One could conservatively stick closely to the data, concluding no more than what is clearly and directly evident from the results. Or one could use the research results more liberally, as a kind of springboard for fairly wide-ranging interpretations and speculations. What a person, including this writer, chooses to say about any such results depends on his own values, beliefs and other personally idiosyncratic factors. We strongly urge the interested reader to study the tabular data and come to his own conclusions about their meaning.

Perhaps it is gratuitous to note that it is not the intent of this report to point the finger or otherwise set off needless defensiveness from any of the units or constituencies in the state's higher education complex. Indeed, many elements of the California system are acknowledged to be the best of their kind in the nation. Instead, the hope is that the facts and the interpretations resulting from this study will be added to the existing stockpile of data, ideas, beliefs and traditions, all to be weighed and sifted in the months just ahead toward creating a better plan for better meeting the higher education needs of the people of the state.

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[*] Also, the general meaning of each goal is set forth (only) in Chapter III.

* * * * * *

The study could not have been carried out without the help of a good many colleagues. The overall project was conceived, planned and conducted in cooperation with the staff of the Joint Committee on the Master Plan for Higher Education--Pat Callan, Sue Powell, Dan Friedlander, and Will Shaddish. Their spirit of cooperation and good will was unfailing, especially that of Ms. Powell as she monitored the project through to its completion.

I wish also to acknowledge the help of the members of a Technical Liaison Committee formed for the project, for their methodological suggestions and for providing certain population statistics necessary for a weighted analysis of the survey data. Members included Mark Ferber, Morgan O'Dell, Rebecca Singleton, R. G. Whitsel, and Joseph Zelan. Helpful suggestions were also provided by Dr. Lee R. Kerschner, Assistant Executive Vice Chancellor of the California State University and Colleges, and by Dr. Sally Sperling, Chairman, University of California Academic Senate.

At Educational Testing Service, able research assistance was provided by Barbara Greenberg, with help from Pamela Roelfs. Carol Vale gave invaluable advice on statistical matters. Robert Stellman at ETS in Princeton supervised the immense data analysis task. Nancy Heath

and Helen Smith were the computer programmers. Adrienne Ryken typed the draft manuscripts with characteristic skill and patience. Sharon Tucker, Beverly Harris, and Doris Whittam assisted in preparing the tables.

On the campuses, I wish to thank the individuals who coordinated the data gathering at each institution; this task represented a sizeable and unexpected departure from ongoing work. Finally, had it not been for the willingness of the 23,820 students, faculty, administrators, presidents, governing board members, and community people who took of their time to fill out the survey questionnaire, the study could not have been done. No expression of appreciation to all these people can be sufficient.

Chapter I

BACKGROUND, OBJECTIVES AND LIMITATIONS OF THE PROJECT

In 1970, the California State Legislature saw the need for a broad review of higher education in the state and, in particular, of the Master Plan which has guided the development and operation of public higher education in California since 1960. The Legislature's response, through Assembly Concurrent Resolution 198 (1970), was to create a Joint Committee on the Master Plan for Higher Education, giving it a broad mandate to review any and all facets of California higher education. Early in 1973 the Joint Committee is scheduled to submit its report, which is to contain a statement of purposes for higher education in the state as well as policy recommendations on a variety of topics relating to the functioning of higher education in California.

In January of 1972 the Joint Committee adopted a final Study Plan.[1] Important among the activities anticipated in the Plan was a project that would enable each campus in the state to examine systematically its institutional goals and priorities. The fruits of this work were seen as being useful both to the participating institutions and to the Joint Committee. Quoting from the Study Plan:

> "Each campus in the state will be asked to participate, along with representatives of its local community, in defining goals, purposes, and priorities. The result of these campus activities will be transmitted to the Joint Committee. They will be considered in the formulation of a statement of goals for California higher education" (p.8).

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[1] The Study Plan took note of the Legislature's responsibility for "delineation of principal missions, roles, and functions of the components of public post-secondary education" (p.5)

The Joint Committee and Educational Testing Service

In searching for a method for implementing the goal studies, the Joint Committee's staff learned of the Institutional Goals Inventory (IGI), a questionnaire which had been under development by ETS researchers for close to two years. Discussions took place between the Committee staff and the present writer during February, ending in a recommendation to the Committee that it invite all[2] the state's colleges and universities to administer the inventory on their campuses during the upcoming spring. The Joint Committee staff by no means regarded the IGI as an ideal instrument.[3] Yet the range of possible goals covered by the inventory embraced most of those considered important by the Committee, and the inventory had the potential for reasonably rapid, efficient, and uniform polling of beliefs about institutional goals--for use by both the Joint Committee and the participating colleges.

As it happened, construction of the IGI (Form 1), its item contents, had just been completed. Intending to soon publish the instrument for use by colleges, ETS, as an organization, had an interest in a large-scale administration of the new inventory. The resulting data could be used as norms, in reliability and validity analyses, and for other studies of the instrument. Hence, once the dimensions of the undertaking became apparent, ETS agreed to underwrite roughly half the costs.

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[2] The University of California campuses, the California State University and Colleges, the Community Colleges, and the member institutions of the Association of Independent California Colleges and Universities (AICCU).

[3] One limitation was that the IGI, quite heavily freighted with academic jargon as it is, is not entirely appropriate for use with cross-sections of off-campus community people.

Project Objectives

As cooperative planning for the study got underway, the following general objectives for the project were identified:

(1) To compile information about the beliefs of people in the state's academic communities regarding the goals of their respective institutions, for use as input to the Joint Committee's conceptualization of purposes for higher education in California;[4]

(2) For the same reason, to survey the beliefs of lay citizens residing in proximity to the campuses regarding the goals of the respective institutions;

(3) In a spirit of democratic participation, to afford an opportunity for many--thousands of--people associated with the state's colleges and universities to register their beliefs about college and university goals;

(4) To extend to each of the colleges and universities in the State an opportunity to engage in a self-study of its own institutional goals, that is, to use information from the IGI in whatever analyses might be useful to the local campus.

Limitations

From the beginning, cost was a limiting factor. The Joint Committee and ETS were, of course, both limited in the amount of funds each could allocate to the project. It was early determined that $60,000 was the extent of funds available from state and ETS sources, and that this figure would enable surveying approximately 45,000 individuals all told. Roughly 150 of the 177 campuses invited were expected to agree to participate, this meant an average of about 300 respondents per campus--spread across students, faculty, administrators, trustees, and citizens residing in the vicinity of the campus.

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[4] On the basis of which many of the more detailed policy recommendations would presumably be drawn.

Since a key purpose of the study was to provide information sufficient for internal self-study, it was necessary to adopt a kind of sliding scale design in which larger proportions of their respective populations were drawn from smaller colleges than from larger ones, and smaller proportions on the larger campuses. This meant, for example (as specified on page D2), that the project design called for a sample of 150 undergraduate students at the large university campuses--not a large sample (making, incidentally, careful sample selection all the more critical).[5] A design calling, for example, for uniform ten percent samples of each campus' constituent groups was clearly out of the question; such a strategy would have meant surveying 100,000 students alone, while at smaller colleges, e.g., one with a faculty of 75, samples would have been too small for self-study purposes.

Limited funds also figured heavily in the decision to leave it up to local campus officials, within general guidelines, to select samples and collect data in ways they judged to be most feasible. In other words, there were not funds sufficient to provide released time for institutional researchers (or traveling survey teams) to carry out uniform, suitably complex survey sampling procedures on every campus.

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[5] Partly because of the small size of the student samples, it was decided to restrict the undergraduate samples at the four-year institutions to upper division students. They would also be more familiar with their campuses and hence be able to give more meaningful responses on the IGI.

Time was likewise a constraining factor, contributing also to a course of allowing flexibility to campus coordinators. In view of the short lead time, and the short time between receipt of IGI's on the campuses (mid-April) and the end of the academic year, the project planners felt that impositions simply could not be made on staff time and data processing hardware for adherence to elaborate sampling and follow-up procedures.

Early in the planning it became evident that surveying off-campus community people would be the most problematic element of the entire project. Very few campus researchers could be expected to have experience in gathering data outside the campus, few would have ready access to the necessary rosters or data files, and few would have the time to locate such resources. Furthermore, the Goals Inventory, designed as it was for academic people, was obviously not suited for people with little schooling or low reading levels. Finally and perhaps more important, it was not possible to adduce a standard definition of "community people" that would be meaningful for all the campuses.

Yet members of the Joint Committee were committed to considering the views of lay citizens as well as academic people in their deliberations about higher education goals for the state. Beyond this mandate, the project staff was attracted to the notions that a college campus could be conceived as embedded within and having an impact on a larger human community, that people in the surrounding community would have opinions about the priorities of "their" college, and that these views should be important to both the college and to state policymakers. In addition, these local samples could be aggregated into larger samples that might, by comparison with census data, resemble cross-sections of the state's citizenry.[6] In short, we took a calculated risk in asking each college in the study to survey a "cross-section of literate adults residing in the vicinity of the campus" (p. D4).

These are but the most obvious of the constraints (and what some surveyors will regard as shortcomings) of the study. Readers who have themselves engaged in social research on the college campus will appreciate the inherent difficulties--of obtaining high return rates on questionnaires from faculty, and so forth. In general, because of the cost and time factors, the varying resources for institutional research from one campus to another, and because a design calling for uniform adherance to complex survey procedures would have surely cost us the participation of a number of colleges, we opted for flexibility, "local autonomy," and reliance on the good sense and good will of campus officials.

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[6] Or, by statistical weighting procedures, they could be made to approximate the State's population.

Chapter II

STUDY METHOD

The Institutional Goals Inventory

IGI Form 1 (Appendix A), the survey instrument used in this study, is the culmination of nearly two and one-half years of developmental work, both conceptual and empirical. Two preliminary, experimental versions were constructed and pilot tested: the first was used in a spring 1970 study at five institutions in the Carolinas and Virginia which involved 1000 respondents representing all the key constituent groups, including community people residing in the area around each institution (Uhl, 1971a). The second (revised) form was used in a spring 1971 project involving 1300 faculty and students at ten colleges and universities on the west coast (Peterson, 1972a).

Prior to developing item contents for each version of the IGI, substantial efforts involving ETS staff and groups of outside consultants were devoted to developing a conceptual framework that would underlie the instrument. The general objective was to set down a conceptualization of the important kinds of goals embraced by the total spectrum of American colleges and universities--public universities, independent colleges, church-related institutions, community colleges, and so forth. The theoretical framework (and the contents of the inventory) changed with each new version of the instrument, with the changes meant to reflect important new goal conceptions in American higher education.

The theoretical framework for IGI Form 1 consists of 20 "goal areas," divided into two general categories. Goal areas in the first set are conceived as "outcome goals"--as substantive objectives institutions may be seeking to achieve--qualities of graduating students, research achievements, public service programs, for example. Goals in the second general category, referred to as "process goals," are conceived as internal campus objectives--relating for the most part to educational processes and campus climate--which may facilitate achievement of the output goals.

The conceptualization on which the present IGI is based consists of the following, outlined in the form of short-hand labels for the 20 goal areas.

Outcome Goals

1. Academic Development (acquisition of knowledge, academic mastery, etc.)
2. Intellectual Orientation (as an attitude, style, commitment to learning, etc.)
3. Individual Personal Development (of one's unique human potential, etc.)
4. Humanism/Altruism (idealism, social concern, etc.)
5. Cultural/Aesthetic Awareness (appreciation, sensitivity to the arts, etc.)
6. Traditional Religiousness
7. Vocational Preparation
8. Advanced Training (graduate, professional)
9. Research
10. Meeting Local Needs (community public service, etc.)
11. Public Service (to regional, state, national, international agencies)
12. Social Egalitarianism (meeting educational needs of people throughout the social system)
13. Social Criticism/Activism (toward change in American life)

Process Goals

14. Freedom (academic, personal)

15. Democratic Governance (emphasizing structural factors)

16. Community (emphasizing attitudinal factors--morale, spirit, ethos)

17. Intellectual/Aesthetic Environment (intellectual stimulation, excitement, etc.)

18. Innovation

19. Off-Campus Learning

20. Accountability/Efficiency

The main content of the IGI consists of 90 goal statements. Eighty are related to the 20 goal areas, four per goal area (Appendix B). The remaining ten are miscellaneous--each reflecting a goal judged to be sufficiently important to warrant a single item (only). For each goal statement, the respondent, using a five-point scale, gives two judgments: (1) how important is the goal, presently, at the campus; and (2) how important should the goal be.

The Inventory also contains seven background questions about the respondent--his or her role on the campus, faculty rank, age, and so forth. In addition there are two optional features that may be taken advantage of by campus researchers. The first permits adding up to 20 additional goal statements of particular interest to a given campus; these statements, prepared by the college, are rated on page 10 of the questionnaire, and the tabulations are included in the standard score report. The second option enables colleges to add up to six additional background questions (numbered 119 to 124) for special analytic purposes by the college.

As noted already, the final work (revisions) on the item contents of the inventory was completed only in December of 1971. Measurement

Research Corporation (Iowa City) and ETS staff designed and produced (in March) the IGI booklet to be compatible with a recently invented (by MRC) high speed document optical-scanning machine known as RASCOL.[1] ETS staff in Princeton then developed the computational procedures by which the raw response data, taken off the booklets by RASCOL, could be variously summarized and reported. A Score Report, consisting of 38 pages of results together with an interpretive guide, was designed as the standard form for reporting back a college's IGI results.[2]

Data Collection Chronology

(1) Preliminary planning involving the author and the Joint Committee staff led to the "Guidelines for Administering the Institutional Goals Inventory" (Appendix D); this document came to be the basic working design for sample selection and distribution of IGI's throughout the state. The guidelines embodied the aforementioned principles of flexibility, local feasibility, the sliding scale of sample sizes, and (encouragement of) use of optional locally-written goal statements as well as any other survey strategies that would lead to results of maximum benefit in institutional self-study.

(2) A letter from the Joint Committee inviting participation in the project was sent to the heads of the UC, CSUC, and community college campuses, and to the presidents of the AICCU member institutions.[3] The

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[1] Meaning Reverse Action Scan On-Line, the device shears away the binding of the booklet and then passes through the five sheets, scanning both sides simultaneously, at a rate of about two seconds per booklet.

[2] The various data given in the Score Report are outlined on pp. 14 and 15.

[3] All AICCU institutions are accredited by the Western Association of Schools and Colleges.

letter outlined the background and general nature of the project and asked each president, if he wished his institution to participate, to designate a project representative from the campus who would attend one of six regional orientation workshops. A total of 177 institutions were invited.

(3) A set of ten goal statements relating to statewide public higher education policy alternatives (p. A12) was devised by the project staff. These would be inserted into each IGI booklet and be given "Should Be" ratings by every respondent in the study.[4]

(4) A series of six regional workshops was held during the second week of April. The general purpose of these meetings was to discuss with the campus representatives what it was we hoped they could do. After describing the background of the Joint Committee and the goals project, the "Guidelines" and copies of the IGI were used as the focus for outlining details of the project. Many questions and issues were raised--not just about the mechanics of the study, but about reasons for the project in general and for specific parts of it (e.g., why survey off-campus people?), who would have access to the results, what uses the Joint Committee would make of the findings, and so forth.

A total of 136 institutions indicated, at the end of the respective workshops, their willingness to participate in the project.

(5) Out of the first workshop came two changes in the project plan. In response to strong suggestions from community college representatives, the decision was made to expand the study to include evening

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[4] On the reverse side were five additional background questions dealing with race, level of education, income, and occupation (p.A13).

students at the community colleges, at the option of the college. Also at the request of the community college officials present, it was decided that the day student sample at the community colleges should include both freshmen and sophomores, rather than sophomores only as specified in the "Guidelines."[5]

Another change in the project was made in late April. Responding to suggestions[6] made at all the workshops, it was decided (to expand the project again) to survey campus administrators. All campuses were subsequently offered the option of distributing the IGI to samples of administrators, with suggested sample sizes, on a sliding scale, ranging from 1 at the smallest colleges to 30 at the largest universities. A total of 71 institutions took the option.

(6) IGI booklets and inserts were shipped to the colleges in mid-April. During the ensuing days, the returns came in slowly. Institutions began calling to request extensions beyond the May 22 deadline. These were granted, and a "decision" evolved to set the entire project back three to four weeks. (By May 22, IGI's from only about 40 colleges had arrived.) After counting and editing,[7] IGI batches were shipped weekly to MRC, with the final ones air-freighted July 12. The administrator batches were shipped off the following week.

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[5] Both of these changes were made explicit in a letter (April 14th) to the community college representatives.

[6] The argument, which we accepted, was that administrators do, and should, participate in the formation of policy, not just its implementation.

[7] Many colleges had neglected to mark item 118 in the IGI booklet, without which the scoring system will not calculate separate results for the various constituent groups.

Ultimately, 120 institutions carried through on the project to the point of returning completed IGI's to ETS-Berkeley. Of those, 116 were included in the various analyses that are set forth in this report.[8] Returns from three colleges did not come in until early August, too late to include in the analyses. In the fourth, it was impossible to distinguish constituent subgroups.

Score reports were sent to the participating colleges during the second week of October.

(7) During June, surveys were initiated of five additional important constituent groups within the broad state higher education system. IGI's were mailed directly to:

(A) The presidents or chancellors of the 177 institutions originally contacted;

(B) The Regents of the University of California;

(C) The Trustees of the California State Universities and and Colleges;

(D) The Governing Board of the California Community Colleges;[9]

(E) Members of the California State Legislature.[9]

(8) In mid-June, per the "Guidelines" (p.A1), a questionnaire dealing with local survey methodology was sent to all the campus project coordinators. The form asked for brief descriptions of the methods followed for selecting samples and distributing IGI's. A total of 98 campuses returned the questionnaires("Report of Methodology"). The information

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[8] Eight University of California campuses; 16 California State University and College campuses; 69 community college campuses; and 23 private colleges and universities (see Appendix E).

[9] As it turned out, the returns from the Community College Board and the Legislature were too few to warrant tabulating.

provided became the basis for the ratings given in Appendix F.

(9) A Technical Liaison Committee for the project was formed in mid-June for the purpose of providing (1) advice on alternative analytic and reporting strategies and (2) communication contacts with the offices of the four higher education segments.[10]

The committee met in Berkeley on June 30, with an agenda devoted to (1) a review of past and future work on the project, and (2) a series of questions related to how to organize and summarize the data most meaningfully across institutions, constituent groups, and each of the four segments (UC, CSUC, community colleges, private institutions). Directly from this first meeting came the basic method for reporting results in which each campus is located in an array, so that the variability of the institutions (or lack thereof) within a segment on each of the IGI dimensions can be readily seen.

Data Analyses

The various statistical analyses carried out for the project can be outlined under five headings. The first includes the analyses of each individual campus' IGI data. The remaining four are different approaches to aggregating data across the campuses in a given segment (UC, CSUC, etc.).

(1) Institutional results. As noted earlier, each college participating in the study received a 38-page report of IGI results ("Score Report"), which summarized in a number of ways the responses of each constituent group (e.g., faculty, students, trustees, etc.) at the college.

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[10] Members of the group are identified in the Preface.

The results include:

(A) Item data: percentage response distributions, for both the "Is" and "Should Be" ratings,[11] for the 90 goal statements standard in the Inventory, as well as for the ten statements relating to state policy and any additional local option goal statements; "Is" and "Should Be" item means[12] and standard deviations; item discrepancy values (the difference between the "Is" and "Should Be" item means); notation (by an asterisk) of the ten goal statements having the highest "Should Be" item means; notation (by a number symbol, #) of the ten goal statements having the highest discrepancy values.

(B) Goal area data: for each of the 20 "goal areas" (listed on page 8), a goal area mean (GA$\bar{X}$) and standard deviation for "Is" and for "Should Be" (with a given goal area mean being simply the mean of the means of the four items comprising the goal area, as shown in Appendix C, and the goal area standard deviation being the mean of the four item SD's);[13] and a goal area discrepancy figure (the difference between the "Is" and "Should Be" GA$\bar{X}$'s).

(C) Goal area rankings: for the total aggregate group surveyed (the several constituent groups combined), (1) a ranking of the 20 goal areas from highest to lowest "Is" GA$\bar{X}$, (2) a similar ranking according to "Should Be" GA$\bar{X}$, and (3) a ranking from the highest to the lowest (or a reverse) discrepancy or "gap" between "Is" and "Should Be" GA$\bar{X}$ scores.[14]

(2) Segment/constituent group analyses: institution as the unit.

This first aggregating procedure uses the institution as the unit of analysis, and gives each campus equal weight in the computations (despite differences, for example, in campus size).

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[11] "Of Extremely High Importance," "Of High Importance," etc.

[12] See Appendix C for a computational illustration.

[13] Constituent group goal area means (and, to a lesser degree, SD's) are the basic summarizing data from the IGI. Such institution/constituent GA$\bar{X}$ scores--for example, for the faculty at Fresno State on the Research goal area, "Is" and "Should Be"--are the chief elements in roughly half the tables in this report (Tables 1 and 2, 5 and 6, etc.).

[14] None of these rankings is given for separate constituent groups.

Note that a total of 22 segment/constituent groups obtain in the matrix formed by the four segments:

UC campuses, CSUC campuses, community colleges, private institutions

and the seven constituent groups:

Faculty
Undergraduate students
Graduate students (except at community colleges)
Evening students (community colleges only)
Trustees (private and community colleges only)
Administrators
Community people

For each of these 22 categories, a mean and a standard deviation were calculated for the distribution of institution GA$\bar{X}$ scores for each goal area (separately for "Is" and "Should Be"). For example,

Segment/constituent group: UC faculty
Goal area: Research
Rating: "Should Be"
Number of institutions: Eight

The mean of the eight faculty Research "Should Be" GA$\bar{\bar{X}}$ scores was computed, and also the standard deviation of the distribution of eight scores. For the UC faculty category, the same procedure is repeated for the 19 other goal areas. The entire procedure is repeated for the 21 other segment/constituent groups.

(3) Segment/constituent group analyses: individuals, unweighted, as the unit. In this second general aggregating procedure, the individual respondent (rather than the campus) becomes the unit of analysis. Within each of the 22 segment/constituent groups, all the respondents were pooled together (e.g., into a grouping of 551 UC faculty, 2679 community college evening students, etc.). Goal area means (GA$\bar{X}$'s) and standard deviations

(GASD's) for both "Is" and "Should Be" responses were computed for each of the 22 groups of respondents.

While respondents were not statistically weighted, a partial weighting for campus size obtains in these analyses because of the "sliding scale" sampling design--the fact that generally larger samples were surveyed on larger campuses.

(4) Segment/constituent group analyses: individuals, weighted, as the unit. This third aggregating procedure takes the individual as the analytic unit and statistically weights each respondent such that the net effect is that each institution is represented in the segment/constituent sample according to the actual population size on the campus. Thus, for example, for the UC faculty segment/constituent group, the weighting procedure (see p. C3 for a computational illustration) results in the representation of each of the eight faculties in the calculations in the proportion that each campus represents of the total UC faculty (Berkeley and UCLA have roughly the same weight; both have about twice the weight of the Davis campus, three times the weight of the Riverside campus, etc.).

(5) Segment/constituent subgroup analyses: The last general kind of summarizing analysis involved variously dividing the 22 segment/constituent groups according to several background and demographic factors and then calculating unweighted "Is" and "Should Be" GA$\overline{X}$ scores for all the resulting subgroups. Fifty-six such breakdowns were made, for a total of 151 different segment/constituent subgroups all told. The specific background variables included: (1) major field of teaching (faculty) or study (students), (2) age, (3) sex, (4) race, (5) family income, (6) occupation (community people), and (7) type of college administrator. Statistical

descriptions of each of these subgroups are given in Appendix G.

Details of the forming of these subgroups are given in the table on the following page. The basic description of each subgroup is in the middle column. One reads the first breakdown in the chart as follows: (1) faculty, upper division students, and graduate students (2) separately for all four segments (with the exception of graduate students at community colleges) (3) were divided into two subgroups--individuals in (a) the arts and sciences and (b) individuals in professional and other fields (4) on the basis of whether their answer to question 112 in the IGI was (5) either (a) one of the alternatives 1 through 6 or (b) 7 through 9.

Constituent Groups Subdivided	Segments	Subgroups	IGI Item*	Response(s)
FAC, UDS,** GS	All, except no CC GS	Arts and sciences	112	1,2,3,4,5,6
		Professional, Career	112	7,8,9,10
FAC, ES, ADM	All, ES only at CC	Age under 40	115	1,2,3
		Age 40 and older	115	4,5,6
TR	CC, PI	Age under 40	115	1,2,3
		Age 40 to 60	115	4,5
		Age over 60	115	6
UDS, ES	All, ES only at CC	Men	119	1
		Women	119	2
UDS, COM	All	Whites	120	1
		Blacks	120	2
		Chicanos	120	3
UDS, ES	All, ES only at CC	Income under $12,000	122	1,2
		Income over $12,000	122	3,4,5,6
TR	CC, PI	Income under $12,000	122	1,2
		Inc. $12,000-$30,000	122	3.4.5
		Income over $30,000	122	6
COM	All	Income under $6,000	122	1
		Inc. $6,000-$12,000	122	2
		Inc. $12,000-$30,000	122	3,4,5
		Income over $30,000	122	6
TR	CC,PI	Blue collar	123	2,3,4
		Business & admin.	123	5,6,7
		Professional	123	8,9,10
COM	All	Homemaker	123	1
		Blue collar	123	2,3,4
		Business & admin.	123	5,6,7
		Professional	123	8,9,10
ADM	All	General, central administrators	124	1
		Academic administrators	124	2
		Student personnel administrators	124	3
		Business, fiscal administrators	124	4

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* See Appendix A.

** See the list of standard abbreviations on pp. 24 and 25.

Reading the Tables in Chapter III

The results of the various analyses are given on four tables for each of the 20 goal areas covered in the IGI. The first two tables of each foursome present both individual campus data (plots) as well as results from three of the four segment/constituent group aggregations. The third and fourth tables of each set contain $GA\overline{X}$ scores for the various constituent subgroups aggregated across segment. The interpretive logic, however, is generally the same for all four tables and all will become readily readable once the mechanics of presentation are understood.

All of the tables contain plots of $GA\overline{X}$ scores which, while they may range between 1.00 ("of no importance") and 5.00 ("of extremely high importance"), are presented on a scale ranging from 1.5 to 4.5 in order to save space. $GA\overline{X}$ scores-- which are means, be it recalled --are rarely beyond these points, as will be seen.

All of the tables are organized to give results separately by constituent group (faculty, upper division students, administrators, etc.) within a segment (UC campuses, community colleges, etc.). All the tables contain both "Is" plots--in standard type, and "Should Be" plots--in italics.

The plots can be interpreted with reference to the response key of the IGI; that is, a $GA\overline{X}$ score near 2.0 means that the respondent group tends to regard the goal as having (or that it should have) no importance, a score near 4.0 indicates high importance, and so forth.

As we've said, the first two tables in each quartet contain institutional results. The initial table gives the $GA\overline{X}$ plots for the UC and CSUC campus constituent groups; the second table in each quartet has comparable data for the community colleges and private institutions. Because of the large number of community colleges in the study, only the three highest and three lowest campus constituent groups within this segment are plotted (both "Is" and "Should Be" ratings).

A letter identification (or number, for the community colleges) was assigned each institution participating in the project, and it is these symbols that are entered on the first two tables of each set. Thus, for example, within the UC segment, the plots for campus "A" indicate the GA$\overline{X}$ scores for that institution's faculty (FAC), upper division students (UDS), graduate student (GS), administrator (ADM), and community (COM) samples.[15]

For readers to evaluate to some degree the validity of a given institutional GA$\overline{X}$ score, Appendix F has been prepared, which presents ratings of both sample return rates and survey methodology for each of the institutions as identified by letter or number (scrambled from the listing in Appendix E). In general, faculty and student samples are reasonably good; the samples of community people are usually by far the least satisfactory, and should be interpreted with the most caution.

At the bottom of the first two tables of each set is a series of summary statistics. These include, for each segment/constituent group, five values based on the institution as the unit of analysis, and nine values based on the individual respondents from each segment constituent group.

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[15] Occasionally a given campus constituent group will not be plotted. For example, there is no upper division student plot for UC campus E. Missing plots are for the most part due to the campus choosing not to survey the constituent group. Other samples were eliminated entirely from the analyses because of extremely low return rates. See Appendix E for a complete breakdown of campus constituent groups included in the study.

Brief definitions of each entry:

N - The number of institutions included in the aggregation (the number of plots in the column above, e.g., 8 UC faculties).

M(I) SB - The mean (average) of the "Should Be" GA$\overline{X}$ scores plotted in the column above. The institution is the unit of analysis; every campus in the segment carries the same weight (see page 16).

SD(I) SB - The standard deviation of the array of "Should Be" GA$\overline{X}$ scores plotted in the column above. An index of the variability, dispersion, or heterogeneity among the institutions (of the goal beliefs, for example, among the separate faculties across the eight UC campuses).

M(I) IS - Same as above except for "Is" GA$\overline{X}$ scores.

SD(I) IS - Same as above except for "Is" GA$\overline{X}$ scores.

Individual Respondent as the Unit of Analysis

N - The number of individuals in the segment/constituent group (for example, 551 is the total number of faculty from the eight UC campuses who filled out the IGI).

M SB - The "Should Be" GA$\overline{X}$ score based on all the individuals in the segment/constituent group pooled together. Data are unweighted; each respondent carries the same weight in the calculation.

SD SB - The mean of the "Should Be" standard deviations on the four statements comprising the goal area for the pooled segment/constituent group. An index of dispersion. Data unweighted.

M SB wtd. - The "Should Be" GA$\overline{X}$ score for the pooled segment/constituent group, with respondents statistically weighted to compensate for differences in the sizes of campuses in the segment.

SD SB wtd. - The mean of the weighted "Should Be" standard deviations on the four statements comprising the goal area.

M IS

SD IS

M IS wtd.

SD IS wtd.

} All same as above except for "Is" ratings.

The third and fourth tables in each four-table set present the GA$\bar{X}$ score plots for the various subgroups into which each of the segment/constituent groups of individuals has been divided. (The pooled UC faculty, for example, was subdivided into those teaching in the arts and sciences and those in the professions, and again, into those under age 40 and those age 40 and older.) All data are unweighted. The symbols used in the tables are defined in the list of standard abbreviations given on page 24 and 25. The number of respondents in each of the subgroups is given in Appendix G.[16] Several subgroups proved to be extremely small. Those having N's smaller than 15 were not plotted.

In general, the plots in these tables may be read in much the same way as those in the first two tables of the set. GA$\bar{X}$ plots from the UC and CSUC subgroups are in the third table, with the corresponding data from the community colleges and private institutions in the fourth table. "Should Be" plots are in italics; "Is" plots, in standard type. Plots may be interpreted with reference to the IGI response key: 3.0, "of medium importance;" 4.0, "of high importance;" and so forth. When there are no differences between GA$\bar{X}$ plots for a given breakdown, the subgroups are not plotted.

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[16] Usually the sum of the numbers for a given breakdown will not be the same as the sum for another breakdown of the same segment/constituent group, nor will any sum generally equal the total number of the group (the "N" given toward the bottom of the first or second table of the set). This is mainly because of varying numbers of omits on the background items in the IGI, and also because the scoring system treats as an omit any instance where the respondent has checked more than one answer (such as a faculty member indicating that he teaches in both the physical sciences and biological sciences).

Standard Abbreviations

On this and the following page is a list of abbreviations that will appear in the various tables and elsewhere throughout the remainder of the report.

AA - Academic administrators

AICCU - Association of Independent California Colleges and Universities

ADM - Administrators

AS - Arts and sciences (faculty teaching fields, student major fields)

BA - Business, fiscal administrators

B&A - Business and administration (as an occupational category)

BC - Blue collar (as an occupational category, e.g., skilled and unskilled workers, service workers, craftsmen, technicians)

BL - Blacks

GA - General or central administrators (e.g., assistants to a college's president)

CC - Community Colleges

CH - Chicanos

COM - Community people (lay citizens residing in the area surrounding a campus)

CSUC - California State University and Colleges

DS - Day students (in community colleges)

ES - Evening students (in community colleges)

FAC - Faculty (full-time teaching faculty)

GA$\overline{X}$ - Goal area mean (the basic IGI summary statistic; see pp. 15 and C2)

GS - Graduate students

HM - Homemakers (as an occupational category)

IS - "Is" responses on the IGI (perceptions of the present importance of the goal)

ME - Men

Standard Abbreviations (cont.)

M	- Mean; the goal area mean for an aggregated group of individuals (e.g., UC faculty)
M(I)	- The mean of an array of institutional GA$\overline{X}$ scores
N	- Number (in the sample)
PI	- Private Institutions
OT	- Other
PR	- Professionals (as an occupational category; doctors, lawyers, clergymen, etc.)
PC	- Professional and career fields (faculty or students in fields such as education, engineering, business, etc.)
RG	- Regents of the University of California
SB	- "Should Be" responses on the IGI (beliefs about the desired importance of the goal)
SD	- Standard deviation (an index of the variability of scores)
SD(I)	- The standard deviation of an array of institutional GA$\overline{X}$ scores.
SP	- Student Personnel Administrators
TR	- Trustees, also Trustees of the California State University and Colleges
UC	- University of California
UDS	- Upper division students
WH	- Whites
WO	- Women

U6	- Income under 6,000		
612	- Income $6,000 to $12,000		
123	- Income $12,000 to $30,000	U40	- Age under 40
030	- Income over $30,000	4-6	- Age 40 to 60
U12	- Income under $12,000	040	- Age 40 and over
012	- Income over $12,000	060	- Age 60 and over

Chapter III

CAMPUS CONSTITUENT GROUPS' BELIEFS ABOUT INSTITUTIONAL GOALS

Accounting for roughly half the pages in the report, this chapter presents the basic results from the survey. For expository convenience, the chapter is divided into seven sections. Each one deals with constituent group beliefs regarding one or more of the goal areas included in the Institutional Goals Inventory. Section titles and the IGI goal areas (from pages 8 and 9) considered in each are as follows:

Title	IGI Goal Areas
Instructional Goals	1 through 7
Advanced Training and Research	8 and 9
Public Service	10 and 11
Higher Education and Social Change	12 and 13
The Campus Climate for Learning	14, 15, 16, 17
Innovation and Change on the Campus	18 and 19
Institutional Accountability	20

Four tables accompany the discussion of each goal area. A detailed explanation of the entries in these tables was given at the end of the previous chapter (pp. 20-25). The extended commentary is meant to first define each goal, and then to summarize the relevant survey results and point to some of the highlights therein.

Instructional Goals

(1) Academic Development. This first kind of institutional goal covered by the IGI has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and

maintenance of high intellectual standards on the campus.[1] Perhaps along with something akin to Intellectual Orientation, the second goal area in the IGI, some conception of academic development or mastery has generally been among the fundamental purposes of universities since their inception. However, in many quarters purely academic aims have been strongly challenged in the past decade by new kinds of interests and forces, some of which will be considered further on in this report. This said, then, what is the extent of current acceptance of this classic purpose--Academic Development (as here defined)--within California academic communities?

One sees in Tables 1 and 2 that perceptions of the current ("Is") level of importance are quite similar across constituent groups within a given segment, with the administrators on most of the campuses as well as the trustees of both the community colleges and private institutions having somewhat elevated, perhaps idealized, conceptions of the importance attached to traditional academic learning on their campuses.[2] The general level

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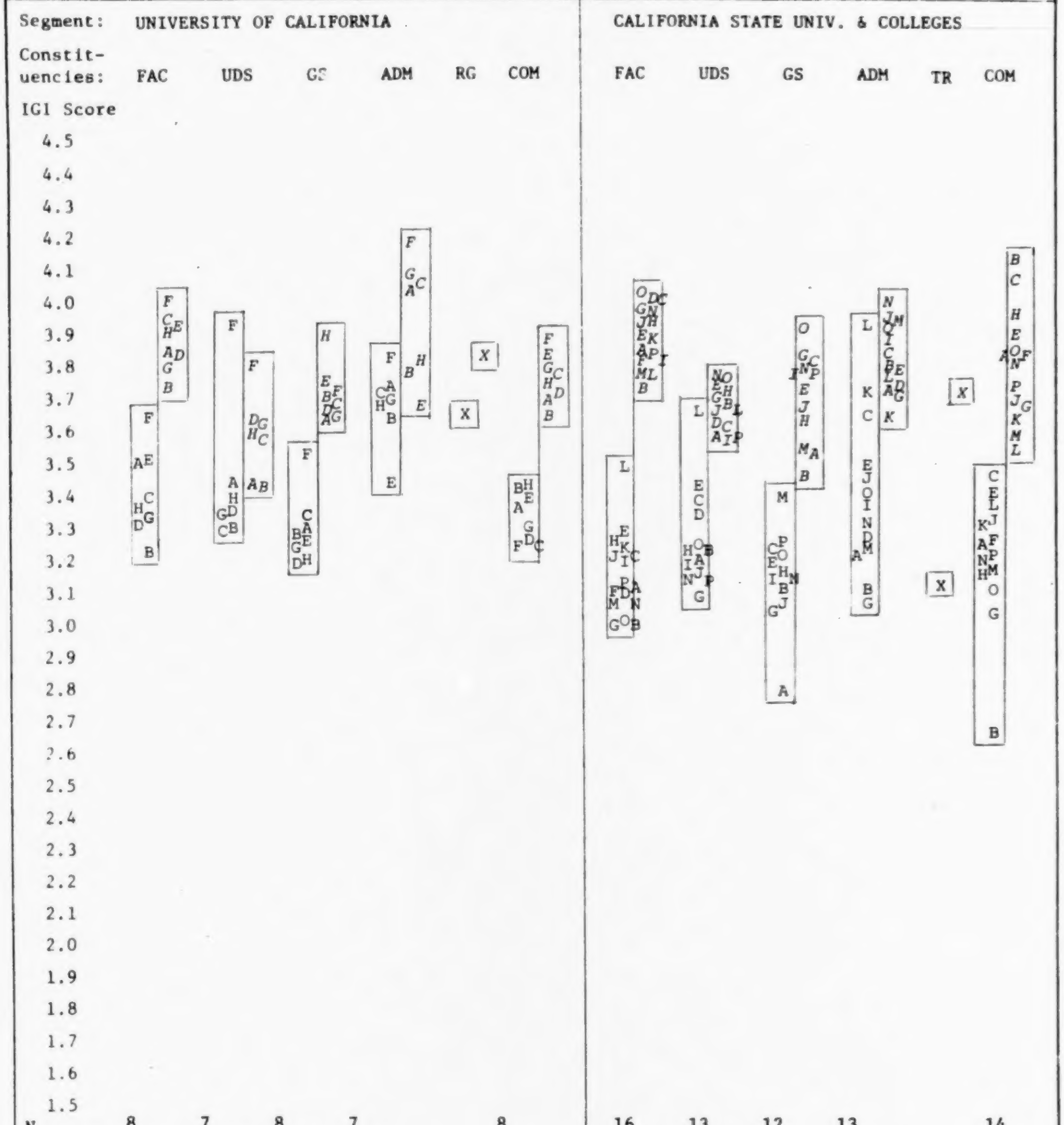
[1] Readers should see Appendix B for the specific wording of each goal statement included in each goal area.

[2] We have taken .4 (of a score point) as the minimum difference between campus plots or segment/constituency means having practical or policy significance; differences smaller than this will ordinarily not be commented upon. In this report, differences of .4 or larger will almost always be statistically significant. In Table 1, for example, the difference between UC-C's FAC and UDS "Should Be" plots (3.94 and 3.55, respectively) is significant at $p<.001$ ($t=3.49$; N's are 105 and 100; SD's are .79 and .81). The following hypothetical cases are presented as a guideline for evaluating the statistical significance of the differences discussed throughout the report. A difference between two $\overline{\text{GAX}}$ plots for independent samples, each with $N=80$ and $SD=.85$ (a typical situation) is significant at $p<.05$ if it exceeds .26. A conservative test of the significance of the difference between "Is" and "Should Be" plots for a single sample of comparable size and variability would require the same minimum difference. It should be noted that the larger the sample sizes and/or the smaller the SD's, the smaller the difference between means required for statistical significance. Thus, the same test with samples of 500 each and SD's of 1.0 would require a minimum difference of .13.

Table 1 **Goal Area:** ACADEMIC DEVELOPMENT

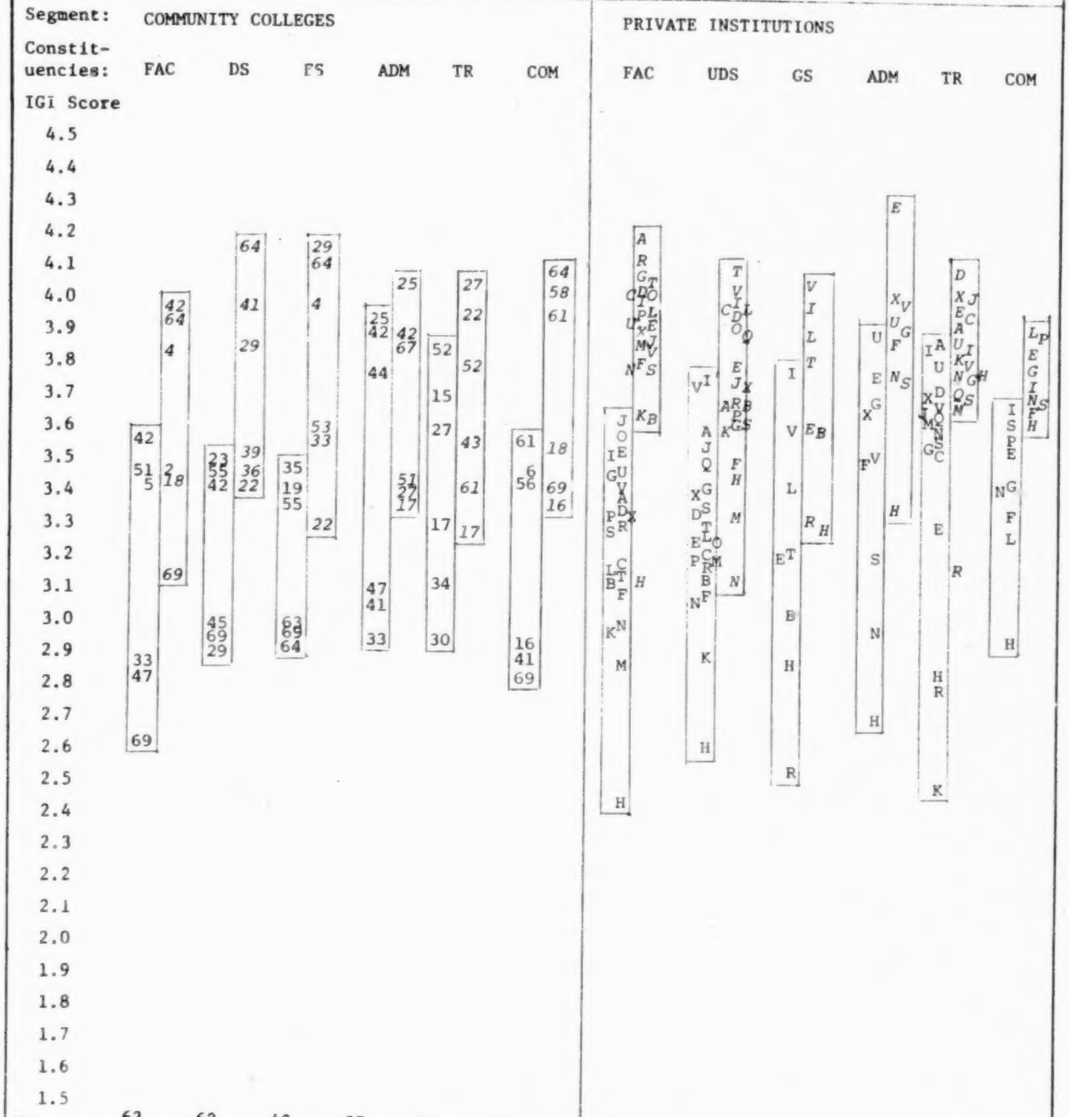


	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.87	3.58	3.70	3.95		3.77	3.89	3.65	3.69	3.86		3.8]
SD(I) SB	.09	.11	.08	.18		.07	.09	.06	.13	.10		.15
M(I) IS	3.42	3.42	3.29	3.69		3.33	3.20	3.28	3.16	3.43		3.25
SD(I) IS	.12	.20	.11	.12		.10	.12	.15	.13	.24		.20

Individual Respondent as the Unit of Analysis

	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	551	478	335	121	7	249	1394	1146	667	215	8	647
M SB	3.88	3.57	3.68	3.94	3.86	3.77	3.88	3.66	3.73	3.86	3.71	3.82
SD SB	.79	.83	.83	.74	.85	.86	.78	.84	.84	.70	.56	.85
M SB wtd.	3.89	3.56	3.69				3.90	3.65	3.74			
SD SB wtd.	.78	.81	.80				.78	.84	.85			
M IS	3.42	3.37	3.30	3.68	3.64	3.31	3.20	3.23	3.15	3.39	3.13	3.19
SD IS	.82	.82	.82	.85	.78	.86	.83	.82	.82	.77	.53	.88
M IS wtd.	3.45	3.37	3.29				3.19	3.24	3.14			
SD IS wtd.	.83	.80	.81				.82	.83	.82			

Table 2 Goal Area: ACADEMIC DEVELOPMENT



	FAC	DS	FS	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.65	3.71	3.80	3.66	3.65	3.72	3.90	3.71	3.70	3.91	3.85	3.80
SD(I) SB	.13	.12	.13	.17	.20	.14	.20	.23	.26	.24	.22	.10
M(I) IS	3.19	3.16	3.17	3.48	3.44	3.18	3.27	3.29	3.16	3.44	3.55	3.43
SD(I) IS	.16	.12	.12	.23	.26	.15	.27	.27	.46	.36	.30	.21

Individual Respondent as the Unit of Analysis

	FAC	DS	FS	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	3.66	3.71	3.78	3.63	3.63	3.71	3.92	3.72	3.72	3.90	3.89	3.79
SD SB	.87	.89	.90	.81	.86	.92	.77	.87	.87	.78	.77	.81
M SB wtd.	3.65	3.68	3.78				3.92	3.70	3.70			
SD SB wtd.	.87	.95	.91				.76	.84	.95			
M IS	3.20	3.15	3.17	3.46	3.36	3.19	3.35	3.33	3.26	3.45	3.56	3.44
SD IS	.87	.88	.91	.79	.82	.90	.89	.91	1.03	.85	.81	.87
M IS wtd.	3.18	3.13	3.16				3.36	3.31	3.19			
SD IS wtd.	.87	.92	.90				.90	.87	.98			

Table 3 Goal Area: ACADEMIC DEVELOPMENT

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										
4.1										
4.0				040						
3.9	040 AS			U40 GA		040 AS			BA 040	
3.8	PC U40			SP U40		U40 PC			AA GA	
3.7			AS				WO		U40 SP	
3.6		WO	PC	040			AS			
3.5	PC 040	ME		AA	612		ME PC		GA	
3.4	AS	PC			HM 030					
3.3	U40	AS	PC		PR 123	PC			BA AA	030
3.2			AS		B&A	040			SP	123
3.1						U40 AS				U6
3.0					U6					
2.9										612
2.8										
2.7										
2.6										
2.5										
2.4										
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 4 Goal Area: ACADEMIC DEVELOPMENT

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0						BL					123	HM
3.9		BL Ch	040				AS 040	BL		U40	060	612 B&A
3.8	AS	WO	WO U40		PR	CH BC	PC			040	4-6 U40	123 030
3.7	040	WH	ME	AA GA	060 030	HM B&A	U40	WO	PC		030	PR
3.6	U40	ME		SP	U40 B&A	WH PR		WH CH ME	AS		060 123	
3.5	PC			BA	123 4-6						4-6 U40	
3.4							PC			040 U40	030	
3.3	PC		040				040 AS	012	PC			
3.2		WH					U40	U12				
3.1	AS	BL	U40						AS			
3.0		CH										
2.9												
2.8												
2.7												
2.6												
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

as would be expected given the differentiation of function and admissions standards in the California system, varies somewhat, with the UC campuses the highest (3.3 to 3.4), followed by the private institutions, the State University and Colleges, and the community colleges (averaging around 3.1 or 3.2 depending on constituent group considered). One notes the substantial homogeneity of the "Is" scores for the UC and CSUC campuses (relative to the other segments, and to the other IGI dimensions, as will be seen). Compared to the CC and PI sectors, the UC and CSUC plots are very close together--indicating that within the segment the importance attached to Academic Development is highly similar from one campus to another. The community colleges generally pursue more diverse goals (e.g., vocational training) within each campus; standard deviations for individual respondents (at the bottom of Table 2) are relatively large. For the private institutions, there is greater diversity of function among (not within) campuses (i.e., there are art schools, church-related colleges, independent liberal arts colleges, etc.); SD(I)'s will be relatively large (and the plots above more spread out).[3]

Whereas the "Is" perceptions are fairly similar across the constituencies, the "Should Be" beliefs about the importance of Academic Development tend to be somewhat higher for the faculties than for the other groups. It is mainly the faculty, in short, who would wish to upgrade the academic quality of their institutions (the "Is" - "Should Be" gap tends to be relatively large). The important exception to this generalization is the community college faculty.

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[3] There are also a number of somewhat specialized (i.e., not "comprehensive") community colleges. CC campus 69, for example, is primarily a vocational-technical college.

Both the eight UC and the 16 CSUC faculties are strikingly similar in the importance they attach to Academic Development (despite the fact, for example, that two of the CSUC campuses are Polytechnics). Both sets of faculty fell within a range of .3 of a score point. The faculties at the private institutions are also surprisingly (to this writer) homogeneous on this dimension. Similar homogeneity obtained for the upper division students across the CSUC campuses, and for all the UC constituent groups ("Is" as well as "Should Be").

Looking now at Tables 3 and 4, one can see an important distinction in the ranks of community college faculty (Table 4), which helps to explain the relatively low "Should Be" score. Compared to community college faculty in professional and career fields (PC), faculty in the arts and sciences (AS) or "liberal arts" have a rather low estimate of the present importance given to Academic Development on their campuses, along with rather high "Should Be" beliefs. The "Is"-"Should Be" gap for the AS faculty is thrice what it is for the PC instructors, which pinpoints a potentially (perhaps already) important source of division and conflict within community college faculties. The same division of faculty perception and belief, though less pronounced, exists in the other segments also.

(2) Intellectual Orientation. While the first goal area had to do with acquisition of knowledge, this second general goal of instruction relates to an attitude about learning and intellectual work. Likewise, some conception of the scholarly, rational, analytical, inquiring mind has perhaps always been associated with the academy or university. In the IGI, Intellectual Orientation means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.

From Tables 5 and 6, one notes first the uniformly high "Should Be" plots. Component campuses within a segment often fall within .2 to .3 of each other (as with the UC campuses). Compared to their student and administrator compeers, the CSUC faculties rate Intellectual Orientation high indeed, as high as the private college faculties, and almost as high as the UC faculties.

The "Is" ratings, on the other hand, tend to range around 3.0--"of medium importance"--with the university and private college groups believing their institutions to give somewhat greater stress to this goal than is the case at the CSUC and community college campuses.

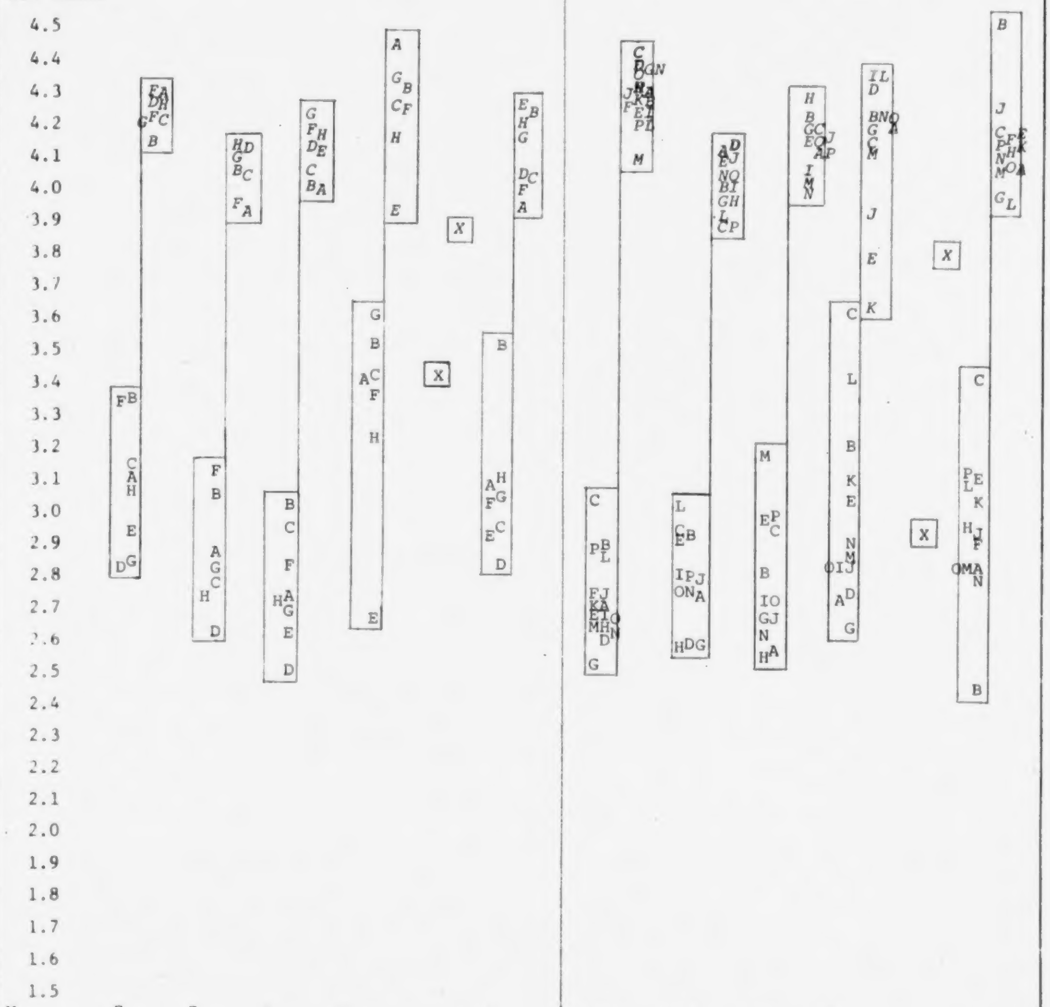
Differences between the various constituent subgroups are for the most part inconsequential with the only noticeable divergencies between community college arts and sciences (AS) and professional and career (PC) faculty, and between CSUC graduate students likewise distinguished (Tables 7 and 8).

In general, as can be read in all the summary data at the bottom of Tables 5 and 6, the discrepancy between "Is" understandings and "Should Be" beliefs--the difference between the "Is" and "Should Be" means-- is large all throughout the higher education system. The nearest exceptions, important ones for sure, seem to be the trustees of the private and community colleges.

Table 5 **Goal Area:** INTELLECTUAL ORIENT/ ION

Segment: UNIVERSITY OF CALIFORNIA — CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM — FAC UDS GS ADM TR COM



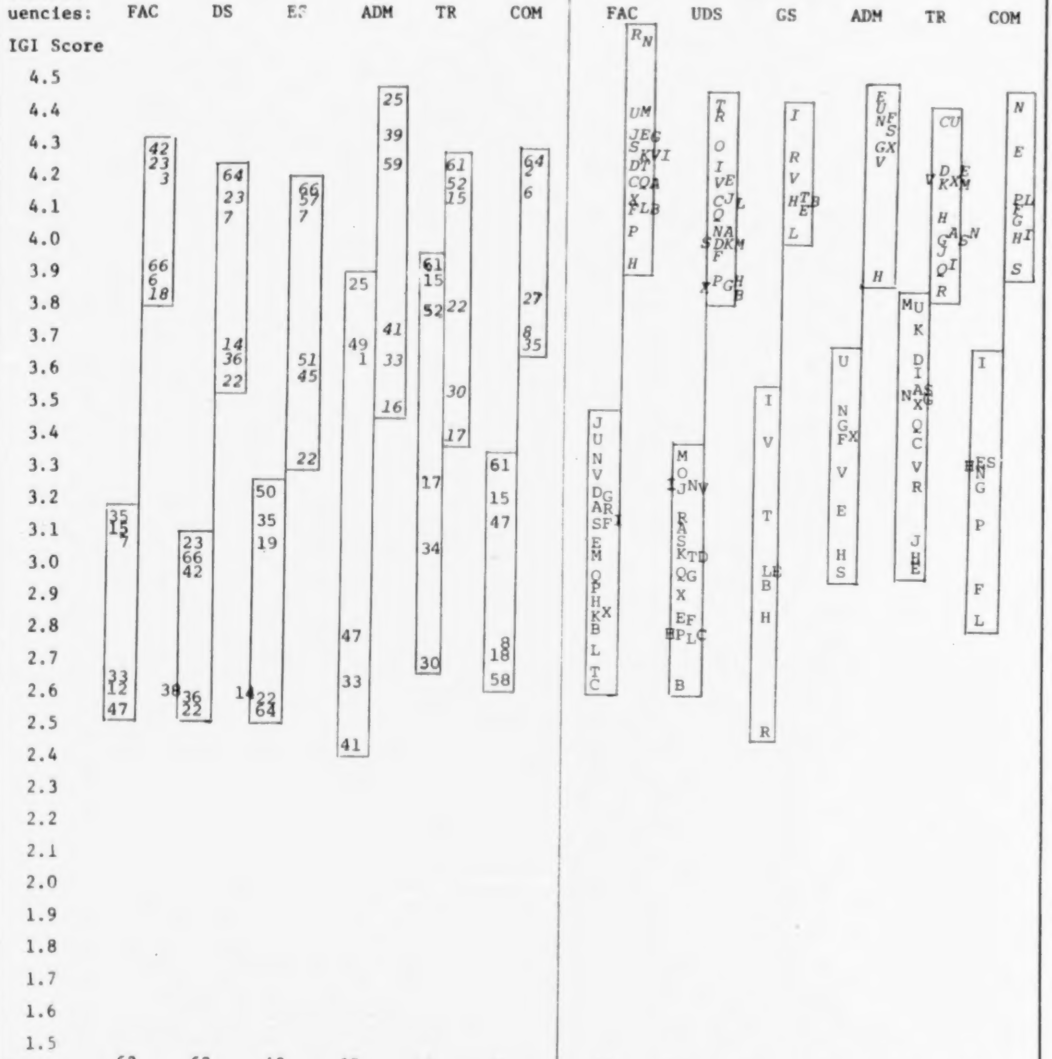
	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	4.25	4.03	4.13	4.26		4.12	4.30	4.04	4.17	4.27		4.12
SD(I) SB	.06	.09	.08	.15		.13	.09	.08	.08	.11		.14
M(I) IS	3.08	2.87	2.76	3.35		3.07	2.75	2.81	2.79	3.01		2.95
SD(I) IS	.17	.17	.16	.31		.20	.13	.14	.20	.28		.22

Individual Respondent as the Unit of Analysis

	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	4.25	4.03	4.12	4.26	3.89	4.11	4.30	4.03	4.16	4.27	3.81	4.14
SD SB	.75	.82	.83	.69	.77	.82	.74	.83	.79	.71	.68	.82
M SB wtd.	4.24	4.03	4.11				4.30	4.06	4.17			
SD SB wtd.	.75	.81	.82				.75	.82	.81			
M IS	3.07	2.82	2.75	3.34	3.43	3.04	2.75	2.78	2.76	2.97	2.98	2.92
SD IS	.92	.88	.87	.90	.74	.84	.86	.89	.85	.84	.47	.92
M IS wtd.	3.05	2.81	2.74				2.71	2.76	2.72			
SD IS wtd.	.92	.86	.83				.85	.87	.84			

Table 6 **Goal Area:** INTELLECTUAL ORIENTATION

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM



	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	4.04	3.87	3.92	3.99	3.95	3.96	4.27	4.09	4.20	4.33	4.14	4.16
SD(I) SB	.09	.12	.11	.21	.27	.11	.16	.16	.10	.16	.15	.14
M(I) IS	2.86	2.75	2.86	3.19	3.43	2.93	3.07	3.03	3.06	3.33	3.50	3.27
SD(I) IS	.14	.11	.14	.31	.36	.14	.23	.20	.30	.20	.23	.21

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	4.05	3.87	3.92	3.99	3.91	3.96	4.26	4.07	4.19	4.26	4.13	4.14
SD SB	.79	.88	.91	.78	.86	.88	.72	.82	.79	.71	.74	.80
M SB wtd.	4.05	3.85	3.92				4.27	4.07	4.13			
SD SB wtd.	.79	.96	.93				.72	.80	.78			
M IS	2.87	2.75	2.85	3.18	3.28	2.92	3.12	3.04	3.19	3.32	3.47	3.30
SD IS	.88	.91	.97	.88	.86	.91	.92	.94	.98	.85	.84	.91
M IS wtd.	2.84	2.73	2.83				3.14	2.99	3.01			
SD IS wtd.	.88	.94	.97				.92	.91	.92			

Table 7 Goal Area: INTELLECTUAL ORIENTATION

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constit-uencies: IGI Score	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
4.5										
4.4										
4.3									AA	
4.2					PR			AS	040 GA U40	
4.1		AS			HM B&A			PC	SP	
4.0							AS		BA	
3.9		PC					PC			
3.8										
3.7										
3.6										
3.5				SP GA						
3.4										
3.3					612					
3.2										
3.1	040 PC			AA	030 123				GA	
3.0	AS U40									
2.9		U12							BA AA	
2.8		ME	PC		U6	PC		PC	SP	
2.7		012 WO	AS			AS		AS		
2.6										
2.5										
2.4										
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 8 Goal Area: INTELLECTUAL ORIENTATION

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Consti-uencies: IGI Score	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
4.5												
4.4												
4.3												
4.2								BL			123	PR 030
4.1	AS U40					BL HM CH		012 AS				123 B&A HM
4.0	040 PC		040 WO	AA SP GA	060	PR		WH U12 PC			030	612
3.9		AS				B&A WH BC						
3.8		PC	U40 ME	BA	4-6 U40			CH				
3.7												
3.6					060						060 U40	
3.5											B&A	
3.4					PR					040	PR 4-6	HM
3.3				GA	B&A							B&A 123 030
3.2				BA	U40		040	BL				612 PR
3.1				SP AA	4-6		U40	CH		U40		
3.0	PC		040			030		WH AS				
2.9	040 U40					123		PC				
2.8	AS	BL CH PC	U40			612 06						
2.7		WH AS										
2.6												
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

Nonetheless, there can be little doubt that within most of the state's academic communities there is widespread feeling that somehow the campuses should be doing much more to encourage students to adopt genuine intellectual attitudes and commitments.

(3) Individual Personal Development. In contrast to most of the goals covered by the IGI, this one was set forth and has found acceptance only in roughly the past decade.[4] It was conceived by psychologists and has found its main support among professional psychologists, student personnel people, and other adherents of "humanistic psychology" and the "human potential movement." As defined in the IGI, Individual Personal Development means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence, self-understanding, and a capacity for open and trusting interpersonal relations.

Here we begin to see substantial differences among constituent groups, especially on the UC and CSUC campuses. The faculties in these two segments (along with the community samples) tend to give "Is" ratings higher than the other constituencies, particularly the students. Faculty "Should Be" ratings, however, particularly the UC faculties, are lower than those of the other constituencies. These faculties generally see the least need for change in this regard. The undergraduates have the strongest aspirations; the UDS "Is"-"Should Be" discrepancies are among the largest found in the study. Some of the individual campus plots are especially notable; for example, for UC campus C (a large one), the gap was more than two score points (going from the lowest "Is" to the highest "Should Be").

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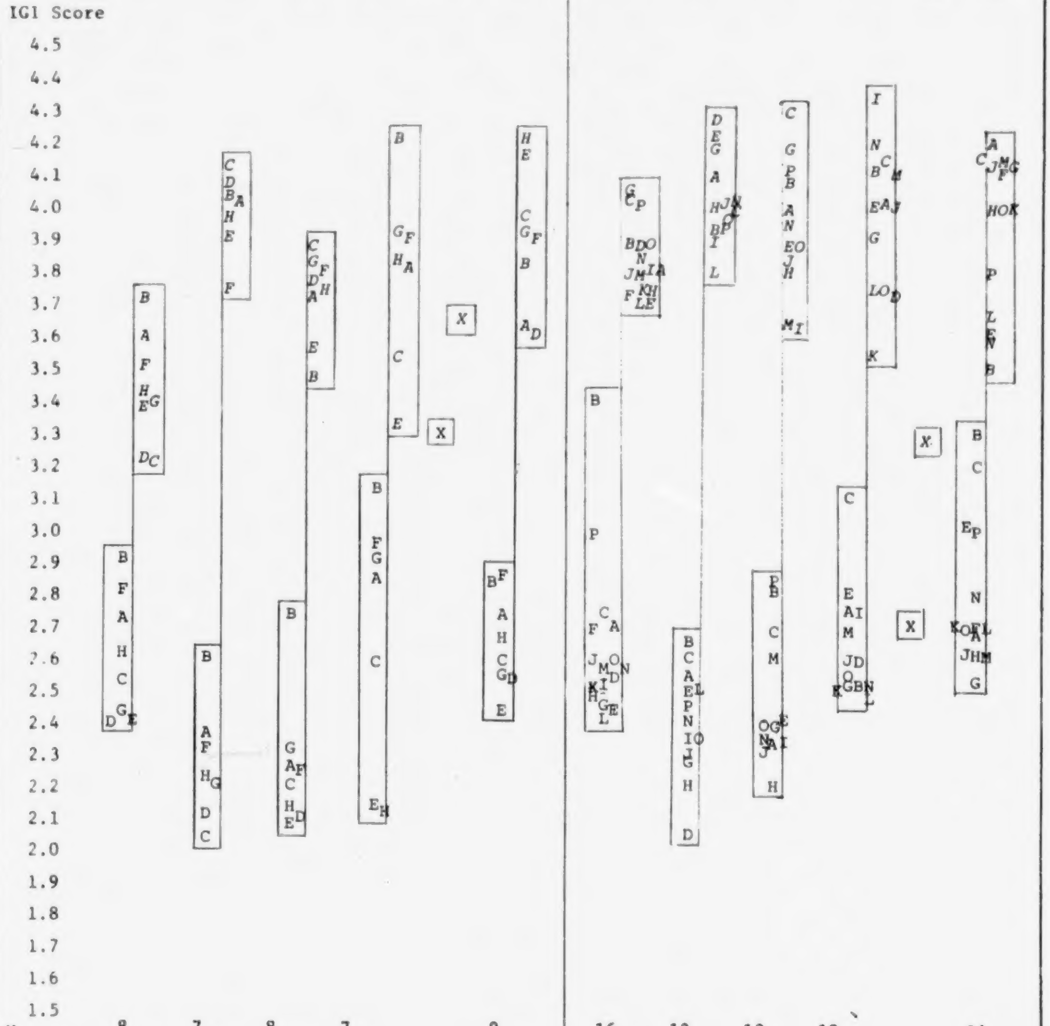
[4] Perhaps its origin can be dated to the publication of The American College (Sanford, 1962).

Table 9 **Goal Area:** INDIVIDUAL PERSONAL DEVELOPMENT

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM | FAC UDS GS ADM TR COM

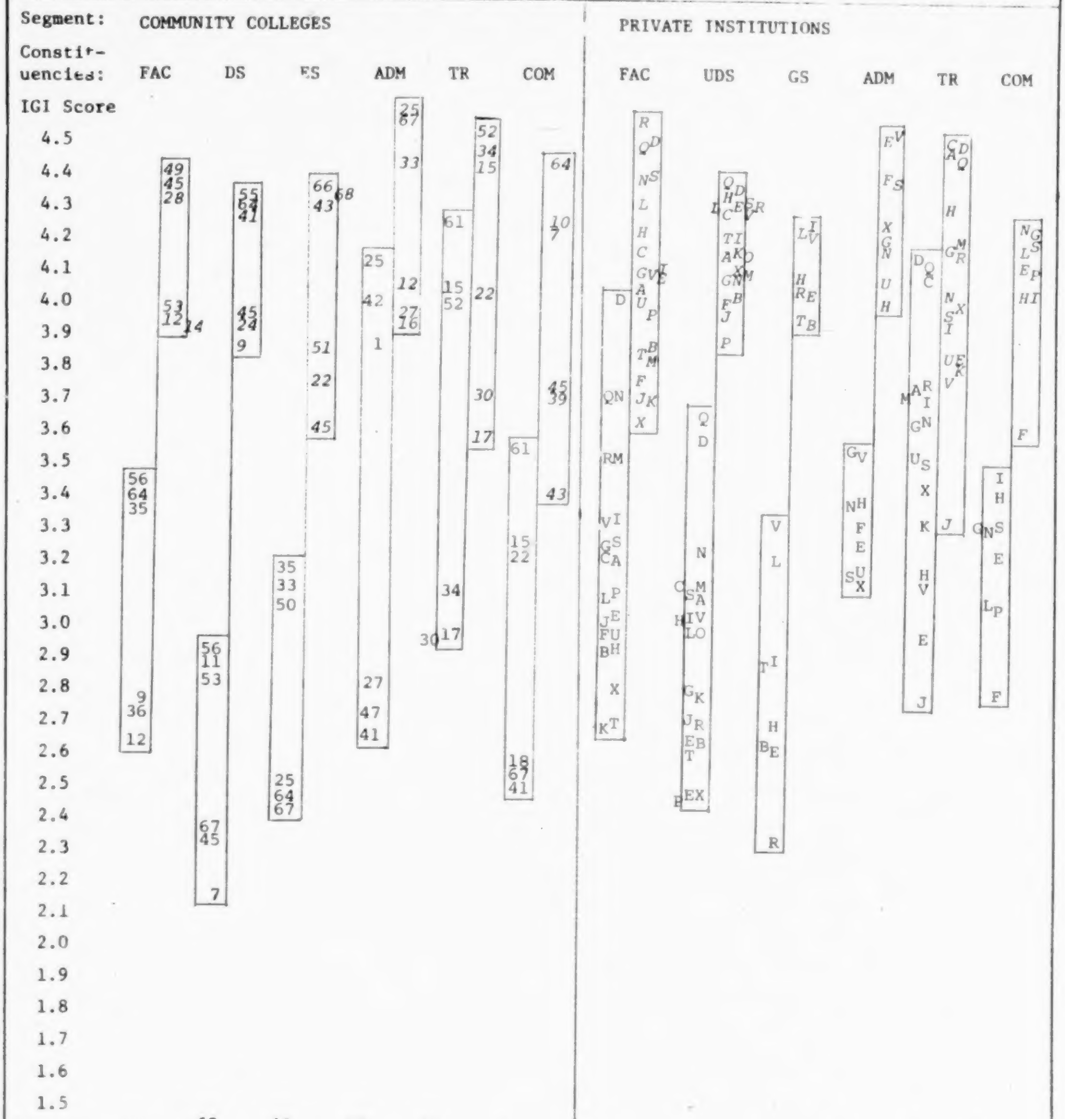


Constituencies	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.43	3.96	3.73	3.82		3.91	3.88	4.05	3.92	3.95		3.97
SD(I) SB	.15	.13	.13	.27		.22	.11	.12	.17	.28		.23
M(I) IS	2.62	2.28	2.28	2.69		3.66	2.65	2.42	2.48	2.75		2.83
SD(I) IS	.19	.16	.20	.37		.15	.24	.17	.21	.18		.23

Individual Respondent as the Unit of Analysis

	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.41	3.98	3.75	3.79	3.68	3.91	3.88	4.06	3.96	3.95	3.31	3.96
SD SB	1.12	.93	1.09	.93	.72	1.01	1.02	.92	.98	.88	.89	.95
M SB wtd.	3.38	4.02	3.73				3.87	4.08	3.86			
SD SB wtd.	1.11	.91	1.09				1.03	.90	1.01			
M IS	2.60	2.23	2.25	2.67	3.32	2.64	2.67	2.40	2.44	2.77	2.75	2.85
SD IS	.92	.88	.88	.90	.87	.95	.94	.93	.91	.87	.71	1.01
M IS wtd.	2.53	2.21	2.18				2.62	2.34	2.39			
SD IS wtd.	.90	.87	.87				.91	.92	.88			

Table 10 **Goal Area:** INDIVIDUAL PERSONAL DEVELOPMENT



	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	4.16	4.09	4.05	4.30	4.17	4.03	4.11	4.21	4.11	4.32	4.14	4.11
SD(I) SB	.09	.10	.15	.16	.28	.17	.29	.14	.11	.18	.26	.18
M(I) IS	3.02	2.64	2.77	3.36	3.54	2.88	3.22	2.94	2.84	3.34	3.62	3.25
SD(I) IS	.17	.15	.18	.34	.44	.20	.33	.31	.30	.14	.34	.19

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	4.16	4.09	4.05	4.28	4.08	4.03	4.04	4.20	4.13	4.30	4.12	4.13
SD SB	.82	.91	.93	.72	.86	.93	.92	.84	.94	.74	.88	.88
M SB wtd.	4.15	4.06	4.05				3.97	4.16	4.12			
SD SB wtd.	.82	.98	.96				.94	.83	.90			
M IS	3.05	2.64	2.77	3.32	3.39	2.87	3.20	2.94	2.99	3.36	3.59	3.28
SD IS	.92	1.01	1.06	.93	.89	1.01	.98	1.07	1.12	.88	.91	1.01
M IS wtd.	3.03	2.61	2.74				3.12	2.80	2.88			
SD IS wtd.	.92	1.04	1.06				.96	1.03	1.05			

Table 11 Goal Area: INDIVIDUAL PERSONAL DEVELOPMENT

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										*BL*
4.2							*BL*			*CH*
4.1		*WO*		*SP*	*612*		*WO* *CH*		*SP*	*BC* *U6*
4.0		*U12* *O12*		*U40*	*123*	*PC*	*WH*			*HM*
3.9		*ME*			*B&A*	*040*	*ME*		*BA*	*123* *612* *WH*
3.8			*PC*	*GA*	*PR*				*GA*	*B&A* *030* *PR*
3.7			*AS*	*040*	*030*	*AS* *U40*			*AA*	
3.6					*HM* *U6*					
3.5	*040*									
3.4	*AS* *PC*			*AA*						
3.3	*U40*									
3.2										
3.1										BL
3.0										030
2.9										612 B&A
2.8					612				040	PR WH HM 123
2.7	040				123	PC 040			GA AA SP	BC CH U6
2.6	AS			GA SP	B&A 030 HM	AS U40			U40	
2.5	U40 PC				PR			PC	BA	
2.4				AA				AS		
2.3		PC ME	PC							
2.2		AS	AS							
2.1		WO								
2.0					U6					
1.9										
1.8										
1.7										
1.6										
1.5										

Table 12 Goal Area: INDIVIDUAL PERSONAL DEVELOPMENT

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4				*SP* *GA*								
4.3				*AA*	*060*					*040*		
4.2	*PC*	*WO*	*WO*					*WO* *U12*		*U40*	*123*	*HM* *612*
4.1	*AS*	*AS* *PC*			*PR* *4-6*	*HM*	*PC*	*O12* *ME*				*PR* *123* *030*
4.0		*ME*			*U40* *B&A*	*BC* *PR*						*B&A*
3.9			*ME*	*BA*		*B&A*	*AS*				*030*	
3.8					060							
3.7											—	
3.6											123	
3.5				GA	PR 030					040		
3.4				BA							030	HM
3.3				AA	4-6 B&A		PC					
3.2				SP	123		040					B&A
3.1	PC 040				U40		AS U40					PR
3.0			040						PC			
2.9	AS U40					030		AS WO	AS	U40		
2.8		CH				123 612		PC				
2.7		BL PC	U40			U6		ME				
2.6		WH AS										
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

Compared to the community and private colleges, the University and CSUC campuses are again relatively homogeneous. UC campus B (Santa Cruz) stands out according to "Is" perceptions, as does CSUC campus B (even in the eyes of community people). The highest "Is" $GA\overline{X}$ in the UC segment was recorded by the sample of regents, suggesting that they understand the University to be presently giving this goal at least "medium importance." On the other hand, in the CSUC segment the lowest "Should Be" score came from the sample of the system's trustees, indicating that this group sees less value in Individual Personal Development as a college goal than any other campus constituent group in the system.

The pictures for the community colleges and private institutions (Table 10) are quite different. Here the faculties, most notably, but also the administrators and trustees, stand with (or above) the students regarding the "Should Be" importance of Individual Personal Development. The students tend to have lower "Is" perceptions, resulting in slightly larger "Is"-"Should Be" gaps (discontent indices?) than the other constituencies. The high level of support for this goal within the community college off-campus communities is impressive, and perhaps somewhat surprising.

It is clear from the subgroup results (Tables 11 and 12), that student personnel administrators (SP) rank this goal relatively high, as do women students, (WO), and also faculty in professional and career fields (PC) on the CSUC and private college campuses (who are heavily in education, and frequently women--see Appendix G).[5] An hypothesis we entertained that affluent (012) students would rank this goal relatively high was not borne out; differences according to family income category were generally negligible.

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[5] Roughly half of the professors in the UC faculty PC sample(s) are in engineering.

(4) Humanism/Altruism. More or less explicit discernment of this concept may also be of fairly recent vintage, although variously construed it has long had its place in the catalogues of liberal arts and church-related colleges. It reflects the belief (in many quarters) that a college education should mean not just acquisition of knowledge and skills, but that it should also somehow make students better people--more decent, tolerant, responsible, humane. Labeled Humanism/Altruism, this fundamental ethical stance has been conceived in the IGI as respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

As is perhaps to be expected, "Is" perceptions of the importance given this goal are substantially higher in the private sector (Table 14) than in the public one(s), with the trustees of many of these colleges having particularly idealized views of their institutions. The private institutions are quite heterogeneous (note the SD(I) IS's of .29, .33, and .41 for the faculty and student samples respectively). A good number are church sponsored; quite a few have historic ties to Protestant denominations. Campuses B and R, on the other hand, are business and art schools respectively.

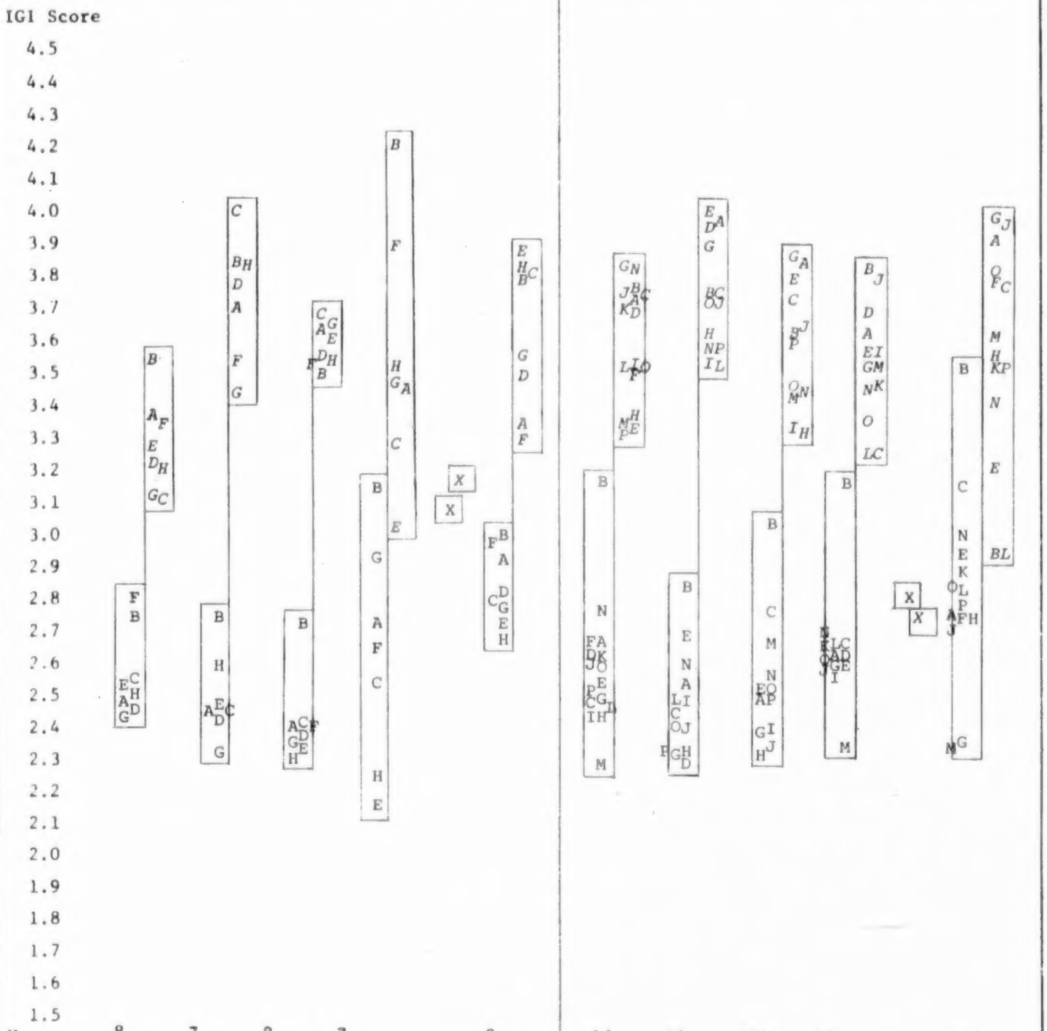
By contrast, the institutions in the public sectors rank lower and are much more homogeneous, although UC campus B and CSUC-B again stand somewhat apart from the others, and a number of the community college boards of trustees regard their colleges as giving high priority to this goal.

"Should Be" scores are substantially higher than the "Is" ratings, and fairly uniform across segment/constituent groups, implying that academic communities (and associated off-campus communities), public as well as private, regard concern for fostering humane values in students to be a valid

Table 13 **Goal Area:** HUMANISM/ALTRUISM

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM | FAC UDS GS ADM TR COM

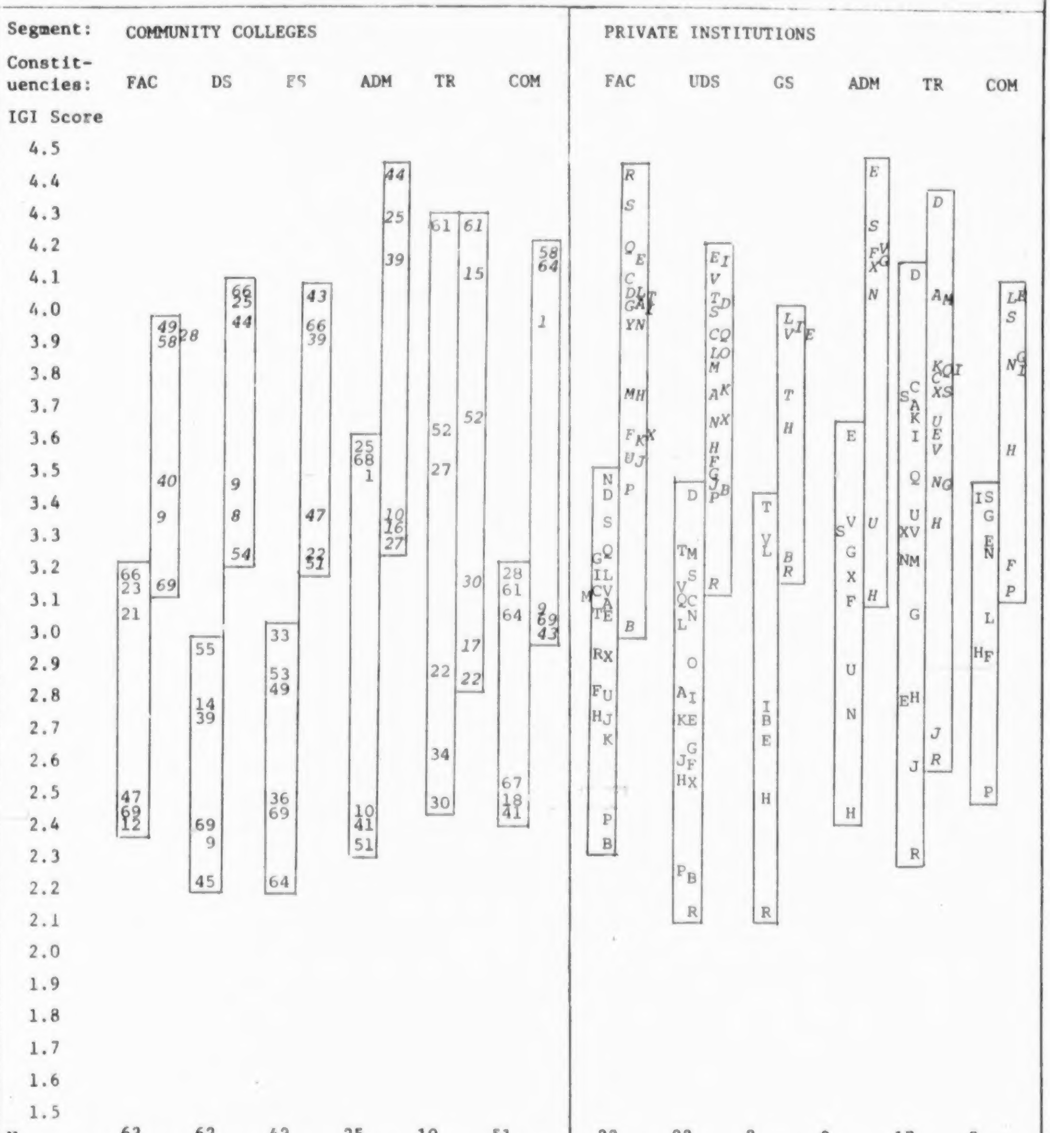


	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.27	3.73	3.59	3.55		3.63	3.58	3.75	3.59	3.54		3.60
SD(I) SB	.12	.19	.05	.36		.22	.16	.17	.19	.16		.34
M(I) IS	2.57	2.50	2.40	2.64		2.83	2.59	2.48	2.53	2.66		2.85
SD(I) IS	.13	.13	.13	.33		.13	.19	.16	.19	.16		.28

Individual Respondent as the Unit of Analysis

	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.25	3.72	3.60	3.51	3.18	3.62	3.60	3.74	3.61	3.56	2.78	3.60
SD SB	1.16	1.05	1.12	1.01	.93	1.11	1.08	1.07	1.11	1.00	.98	1.11
M SB wtd.	3.24	3.79	3.62				3.58	3.75	3.53			
SD SB wtd.	1.16	1.02	1.09				1.10	1.04	1.12			
M IS	2.56	2.45	2.39	2.63	3.10	2.81	2.61	2.47	2.48	2.67	2.82	2.86
SD IS	.92	.92	.90	.91	1.15	1.00	.90	.93	.91	.82	.63	1.06
M IS wtd.	2.55	2.47	2.37				2.58	2.44	2.46			
SD IS wtd.	.92	.92	.88				.91	.91	.91			

Table 14 Goal Area: HUMANISM/ALTRUISM



Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	FS	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.72	3.72	3.67	3.83	3.50	3.56	3.88	3.76	3.70	3.98	3.70	3.73
SD(I) SB	.14	.15	.16	.24	.44	.25	.32	.27	.29	.42	.37	.32
M(I) IS	2.76	2.55	2.67	2.95	3.21	2.77	3.01	2.83	2.85	3.11	3.36	3.14
SD(I) IS	.17	.13	.15	.32	.50	.16	.29	.33	.41	.33	.43	.27

Individual Respondent as the Unit of Analysis

	FAC	DS	FS	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	343
M SB	3.72	3.73	3.69	3.80	3.38	3.58	3.82	3.78	3.76	3.98	3.72	3.78
SD SB	1.01	1.08	1.13	.93	1.04	1.10	.98	1.04	1.11	.84	1.06	1.02
M SB wtd.	3.72	3.70	3.68				3.79	3.72	3.82			
SD SB wtd.	1.01	1.13	1.15				.99	1.04	1.11			
M IS	2.79	2.55	2.67	2.94	3.01	2.74	3.00	2.84	2.99	3.14	3.34	3.21
SD IS	.89	.96	1.03	.91	.95	.99	.95	1.02	1.14	.90	.99	1.00
M IS wtd.	2.78	2.54	2.64				2.96	2.73	2.89			
SD IS wtd.	.89	.99	1.03				.93	.97	1.09			

Table 15 Goal Area: HUMANISM/ALTRUISM

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										*BL*
4.2										
4.1										*CH*
4.0							*BL* *CH*			*U6*
3.9					*U6*					
3.8		*WO*			*612*		*WO* *U12* *AS*			
3.7		*U12*		*U40*	*123*	*040*	*WH*			*HM* *BC*
3.6		*012* *ME*		*SP*	*PR*	*PC*	*012* *PC* *ME*	*AS*	*SP*	*123* *612*
3.5				*GA*		*AS*		*PC*	*040* *AA*	*WH* *PR*
3.4	*040*			*040*	*B&A*	*U40*			*U40* *GA*	*B&A*
3.3	*PC*			*AA*	*HM*				*BA*	
3.2	*AS* *U40*				*030*					*030*
3.1										
3.0										612
2.9					123					WH 030
2.8				GA	030					123
2.7					612	040			GA AA	
2.6	040 PC			040		PC			040	BL U6
2.5	AS	PC		AA SP U40		AS U40	BL CH		BA U40	
2.4	U40	AS			U6		WH		SP	CH
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 16 Goal Area: HUMANISM/ALTRUISM

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0												*612*
3.9		*CH* *BL*		*AA*		*CH* *BL*					*060*	*PR*
3.8	*AS* *040*	*WO* *AS*	*WO*	*GA*		*U6*	*040*	*WO* *AS*				*HM* *123*
3.7	*U40*	*WH*	*U12*	*SP*		*612*	*U40*	*U12* *012*			*123* *U40* *PR*	
3.6	*PC*	*PC* *ME*	*012* *ME*		*060*	*BC* *HM*		*PC* *ME*			*4-6*	*B&A* *030*
3.5				*BA*		*PR* *WH* *123* *B&A* *030*					*B&A*	———
3.4					*030*						*030*	
3.3					*4-6*							PR 612
3.2					*123* *U40*					040		123 030 B&A
3.1				BA			040 PC		PC			
3.0				GA			AS			U40		HM
2.9				AA SP				AS WO	AS			
2.8	040		040				U40					
2.7								PC				
2.6	040		U40					ME				
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

college goal.

The major on-campus exception to the above generalization is the UC faculty. Off-campus, the sample of regents gave a relatively low rating to Humanism/Altruism as an institutional goal, and the ("Should Be") GA$\bar{X}$ for the sample of CSUC trustees was the lowest of any constituent group included in the survey. The pattern of scores for individual institutions may be indicative of value consensus or conflict within the community (or "community"). For example, the UC-C faculty plot is the lowest in the cluster, while that campus's UDS and GS plots are the highest in their respective clusters. With UC-C administrators and community samples ranking relatively high, this particular faculty seems to stand rather apart from a generally liberal community (in terms of this specific goal). At CSUC campus E, as another example, it is the students who are set apart in what is generally held to be one of the most conservative counties in the state. Needless to say, in these instances the seeds for future (and of past) hostilities come into rather sharp focus.

It is important to note that there is relative lack of agreement within individual campuses about the ("Should Be") importance of (fostering) Humanism/Altruism as an institutional goal--especially in the public sector. The standard deviations across the constituent groups are among the highest for any of the goals, with the SD for the UC faculty (1.16) the single highest. This latter means that there are many UC professors who strongly feel that this goal should be important, and as many who feel just as strongly that it should not be important.

What are some of the reasons for the relative divergence of opinions about the institution's role with respect to students' values?

The answers adduced in Tables 15 and 16, unfortunately, are far from definitive. Among the students themselves, women seem to support this goal somewhat more strongly than do men. There is a slight tendency for students in the arts and sciences (AS) to rank the goal higher than their peers in professional and career fields (PC), and an even slighter tendency (contrary to expectations) for students from less affluent families (U12) to rank it higher. Among the faculty, there is a hint of a difference by teaching field only in the community colleges. Quite contrary to expectations,[6] older faculty (040) tend to place a higher premium on this goal, although the differences are not large. As for the administrators, student personnel (SP) and academic administrators (AA) give the highest and lowest rankings respectively. Among off-campus citizens, it is women (homemakers, HM), minority people (CH,BL), and people with low incomes (U6,612) who tend to rank Humanism/Altruism relatively high as a ("Should Be") college goal.

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[6] A recent and growing research literature on faculty values consistently finds younger faculty to be more liberal.

(5) Cultural/Aesthetic Awareness. Some conception of cultural sophistication and/or artistic appreciation has traditionally been in the panoply of goals of many private liberal arts colleges in America, perhaps especially liberal arts colleges for women. In the IGI, the conception entails heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

In general, the "Is" scores are relatively low, and rather uniformly so across the constituent groups. In the public sectors, the institutions are quite homogeneous on this dimension. In the private sector they are strikingly diverse, which is as it should be in view of the diversity of specialization of many of these institutions. Thus the art schools, for example, stand high. Less obvious, and not depicted in any of the tables, there was a clear trend for Roman Catholic colleges for women to rank high (on both "Is" and "Should Be") and for Catholic institutions for men, or those which have very recently begun to admit women, to rank low.

"Should Be" scores in the public sectors are consistently not much higher than "Is" scores. People both on and off these campuses generally believe that the public colleges ought not to place much greater emphasis on cultural and artistic awareness in students than is presently the case.[7]

There however are specific subgroups of individuals who, perhaps naturally, feel more strongly about the importance of cultural and aesthetic development than do others. Faculty and students in the arts and sciences, in contrast to those in professional or career fields, would have their

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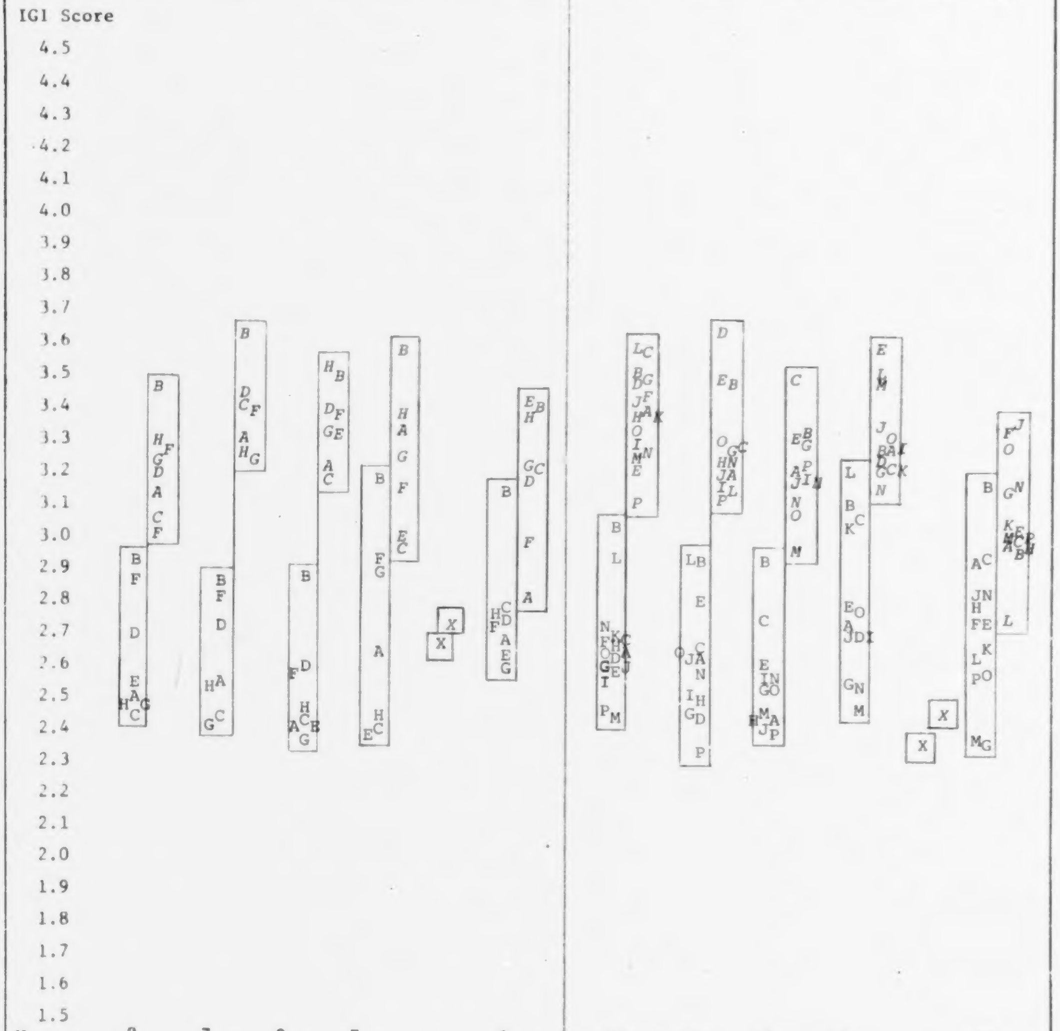
[7] This is particularly evident for the samples of UC Regents and CSUC Trustees. The "Should Be" plots for both are the lowest in their respective segments.

Table 17 Goal Area: CULTURAL/AESTHETIC AWARENESS

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

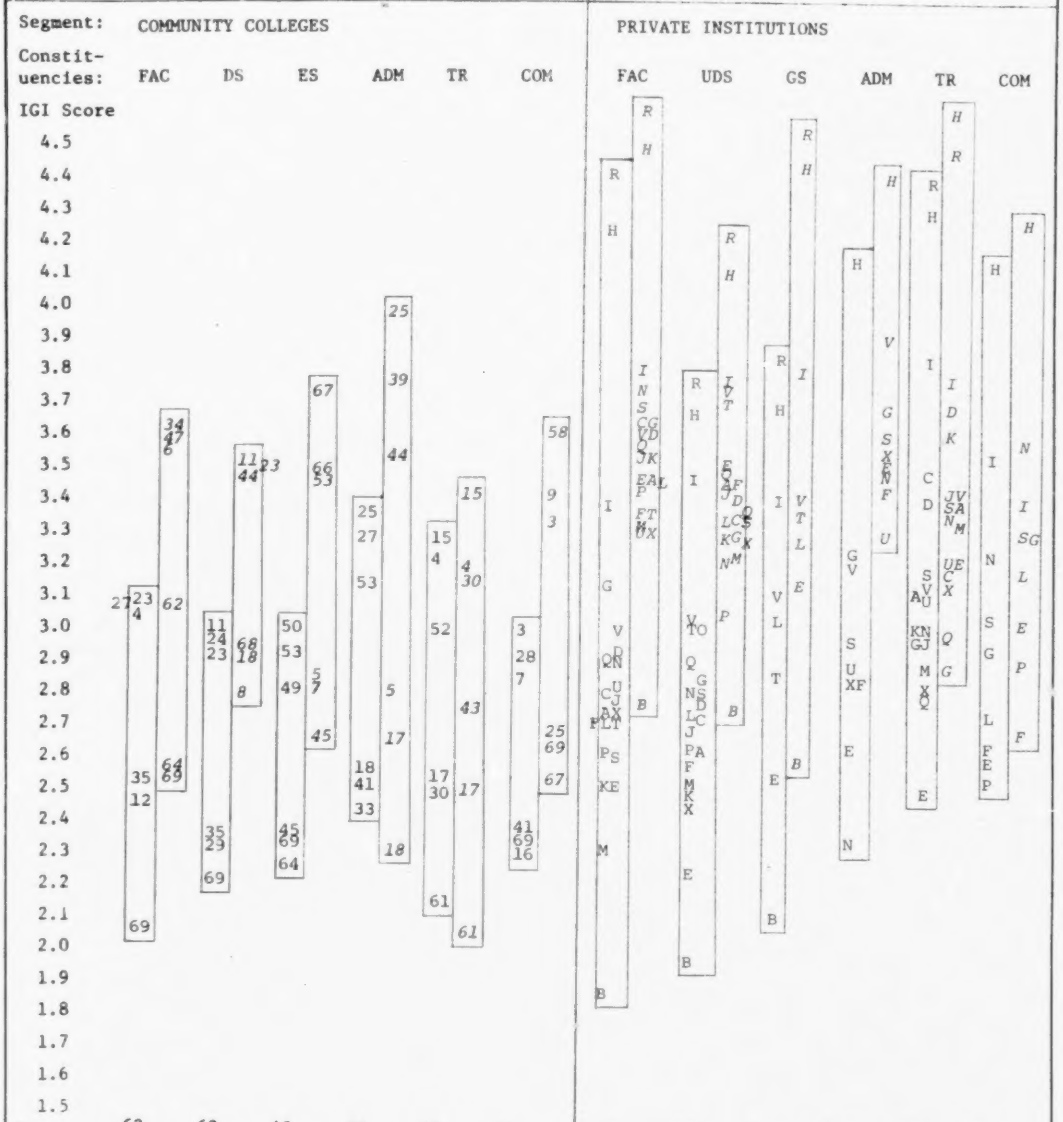


Constituencies:	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.22	3.37	3.35	3.25		3.21	3.37	3.28	3.17	3.31		3.06
SD(I) SB	.14	.12	.12	.20		.21	.13	.15	.10	.12		.17
M(I) IS	2.61	2.63	2.53	2.71		2.75	2.65	2.61	2.53	2.79		2.73
SD(I) IS	.18	.17	.16	.29		.17	.16	.18	.14	.22		.21

Individual Respondent as the Unit of Analysis

	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.19	3.35	3.32	3.23	2.75	3.22	3.38	3.27	3.21	3.29	2.44	3.07
SD SB	.97	.95	1.00	.89	.92	.92	.94	.98	.99	.80	.70	.95
M SB wtd.	3.12	3.37	3.27				3.34	3.29	3.17			
SD SB wtd.	.97	.93	.98				.95	.98	.97			
M IS	2.58	2.59	2.51	2.67	2.67	2.73	2.66	2.60	2.51	2.78	2.36	2.72
SD IS	.85	.83	.80	.79	1.10	.87	.81	.87	.83	.76	.62	.87
M IS wtd.	2.56	2.58	2.45				2.61	2.56	2.57			
SD IS wtd.	.85	.83	.80				.81	.84	.82			

Table 18 **Goal Area:** CULTURAL/AESTHETIC AWARENESS



	Community Colleges FAC	DS	ES	ADM	TR	COM	Private Institutions FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.36	3.22	3.12	3.25	2.91	3.07	3.59	3.46	3.60	3.67	3.52	3.31
SD(I) SB	.16	.15	.19	.28	.38	.19	.39	.31	.61	.31	.48	.42
M(I) IS	2.74	2.61	2.60	2.81	2.82	2.68	2.90	2.83	3.09	3.02	3.26	3.07
SD(I) IS	.15	.14	.17	.22	.33	.14	.54	.41	.54	.47	.51	.49

Individual Respondent as the Unit of Analysis

	Community Colleges FAC	DS	ES	ADM	TR	COM	Private Institutions FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	343
M SB	3.35	3.21	3.13	3.24	2.98	3.09	3.52	3.43	3.48	3.66	3.44	3.34
SD SB	.93	1.03	1.06	.88	.93	.98	.93	1.01	1.12	.80	.90	.95
M SB wtd.	3.36	3.20	3.16				3.48	3.42	3.47			
SD SB wtd.	.93	1.06	1.07				.94	.98	1.11			
M IS	2.76	2.60	2.59	2.82	2.81	2.68	2.85	2.78	2.94	3.08	3.15	3.11
SD IS	.83	.91	.94	.82	.88	.88	.95	1.05	1.13	.92	.92	.98
M IS wtd.	2.73	2.58	2.60				2.82	2.66	2.99			
SD IS wtd.	.83	.94	.94				.94	1.03	1.07			

Table 19 Goal Area: CULTURAL/AESTHETIC AWARENESS

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										
4.1										
4.0										
3.9										
3.8										
3.7										
3.6										
3.5		WO			U6 HM	O40	BL			
3.4			AS			AS	WO AS U12			
3.3		AS		U40	612 PR	U40		AS		
3.2	AS	ME		O40	123	PC	WH O12 CH			
3.1	O40 U40	PC	PC		O30		ME PC			
3.0					B&A			PC		
2.9										
2.8	PC								GA AA	
2.7				GA		O40	BL		BA	
2.6				O40 U40 SP AA		U40	WH		SP	
2.5			AS				CH	AS		
2.4			PC					PC		
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 20 Goal Area: CULTURAL/AESTHETIC AWARENESS

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0												
3.9												
3.8												
3.7												HM
3.6								BL		O40		
3.5	AS						AS	AS	AS	U40	123 B&A	
3.4		AS						WO WH				
3.3		WO		AA		CH BL		ME	PC		O30 PR	PR
3.2		—	WO	GA SP			PC	CH PC				
3.1	PC	ME	U12		O30 PR	HM PR				O40		B&A
3.0		PC	O12 ME	BA	U40 4-6	BC WH						
2.9				—	B&A	B&A						
2.8				BA	O60		AS	AS WO		U40		
2.7				GA SP AA	123		PC	WH BL				
2.6			O40									
2.5			U40					ME PC				
2.4								CH				
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

colleges give greater attention to this goal. This difference is especially large for community college instructors. Women students value the goal more than do men. Blacks on the CSUC campuses feel somewhat stronger than do whites and Chicanos. There are several differences among subgroups of CC and PI trustees as well as community people associated with all four segments. None of these subgroup "Should Be" scores is notably high, and the generalization about the low value attached to Cultural/Aesthetic Awareness as an instructional goal, especially in the public sector, seems still reasonable.

(6) Traditional Religiousness. This goal is included in the IGI in recognition of the fact that a great many colleges and universities in America are explicitly religious in their control, functioning and goals, while many more retain ties of varying strength with the Roman Catholic Church or, more often, a Protestant denomination.[8] Traditional Religiousness, as conceived in the IGI, is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental--in short, traditional (rather than "secular" or "modern").[9] As defined in the IGI, this goal means educating students in a particular religious heritage, helping them to see the potentialities of full-time religious work, developing students' ability to defend a theological position, and fostering their dedication to serving God in everyday life.

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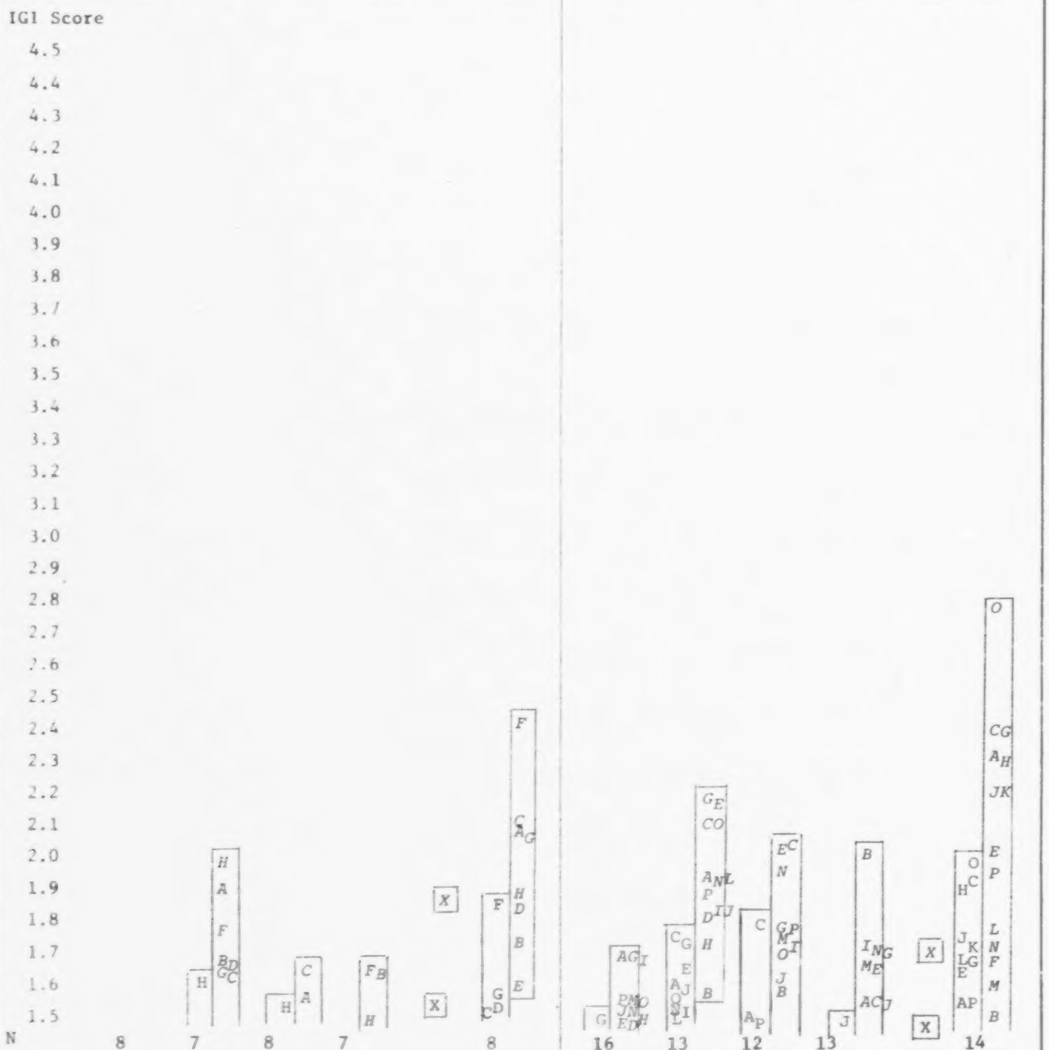
[8] Two recent reports for the Carnegie Commission on Higher Education put the number of Roman Catholic colleges at 350 (Greeley, 1969) and the number of Protestant-affiliated institutions at "450 to 600" (Pace, 1972).

[9] Perhaps to some extent the more "modern" concept is assessed by the Humanism/Altruism goal area.

Table 21 **Goal Area:** TRADITIONAL RELIGIOUSNESS

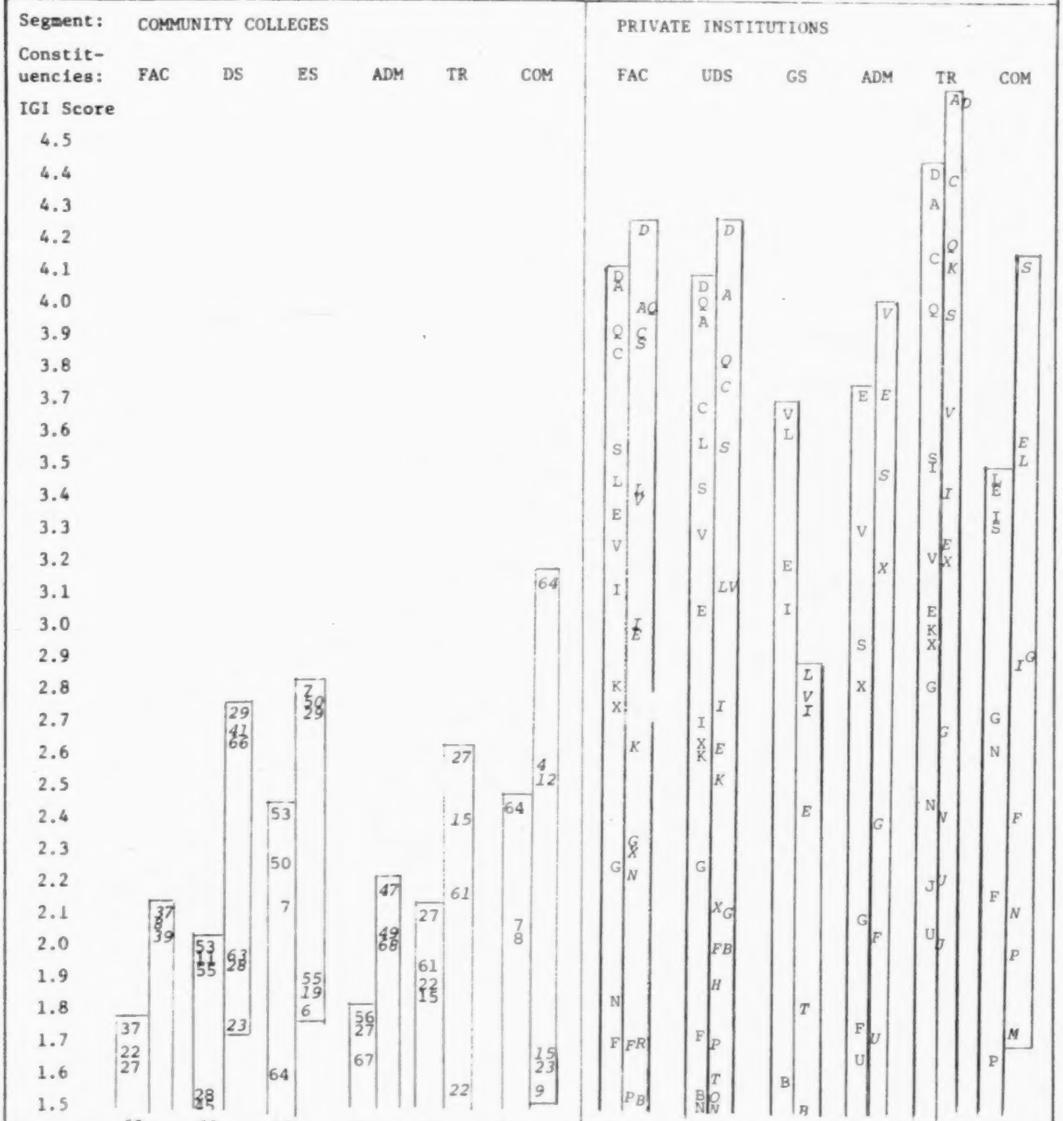


Segment:	UNIVERSITY OF CALIFORNIA						CALIFORNIA STATE UNIV. & COLLEGES					
Constituencies:	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	1.32	1.76	1.45	1.45		1.96	1.52	1.94	1.74	1.61		2.08
SD(I) SB	.05	.13	.11	.16		.25	.11	.17	.18	.17		.36
M(I) IS	1.23	1.42	1.32	1.28		1.57	1.33	1.58	1.44	1.37		1.64
SD(I) IS	.04	.09	.10	.10		.12	.08	.10	.06	.10		.23

Individual Respondent as the Unit of Analysis

	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	1.33	1.72	1.48	1.43	1.86	1.96	1.52	1.93	1.75	1.62	1.72	2.09
SD SB	.71	.96	.88	.77	.85	1.13	.89	1.08	1.03	.92	1.02	1.23
M SB wtd.	1.32	1.73	1.49				1.53	1.92	1.75			
SD SB wtd.	.72	.97	.86				.91	1.08	1.06			
M IS	1.23	1.40	1.33	1.27	1.58	1.57	1.33	1.58	1.47	1.38	1.50	1.64
SD IS	.52	.63	.61	.51	.89	.74	.58	.73	.69	.65	.67	.83
M IS wtd.	1.23	1.41	1.34				1.33	1.56	1.42			
SD IS wtd.	.53	.62	.60				.59	.72	.66			

Table 22 **Goal Area:** TRADITIONAL RELIGIOUSNESS



	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	1.70	2.29	2.34	1.69	1.90	2.12	2.55	2.49	2.12	2.61	3.22	2.84
SD(I) SB	.17	.19	.27	.24	.41	.28	1.02	.92	.64	.96	1.13	.77
M(I) IS	1.42	1.74	1.80	1.45	1.72	1.71	2.45	2.42	2.32	2.33	2.95	2.68
SD(I) IS	.11	.12	.21	.15	.26	.19	1.10	1.03	1.06	.84	1.03	.75

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2730	785	1086	232	85	188	342
M SB	1.71	2.29	2.31	1.72	1.78	2.13	2.59	2.59	2.11	2.69	3.22	2.94
SD SB	1.03	1.20	1.25	1.02	1.02	1.21	1.42	1.39	1.28	1.36	1.43	1.35
M SB wtd.	1.70	2.26	2.32				2.33	2.36	2.36			
SD SB wtd.	1.03	1.22	1.27				1.34	1.29	1.28			
M IS	1.43	1.74	1.81	1.46	1.58	1.70	2.54	2.52	2.36	2.38	2.97	2.80
SD IS	.67	.84	.92	.71	.81	.86	1.34	1.38	1.44	1.17	1.32	1.22
M IS wtd.	1.41	1.71	1.80				2.36	2.40	2.82			
SD IS wtd.	.66	.85	.92				1.26	1.32	1.39			

Table 23 Goal Area: TRADITIONAL RELIGIOUSNESS

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constit-uencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										
4.1										
4.0										
3.9										
3.8										
3.7										
3.6										
3.5										
3.4										
3.3										
3.2										
3.1										
3.0										
2.9										BL
2.8										
2.7										
2.6										CH
2.5										
2.4										BC
2.3							BL			U6
2.2					B&A		CH			HM 612
2.1										B&A 123 WH
2.0					612		U12			
1.9					123 O30 U6		WH O12			PR O30
1.8		ME			PR			PC	SP	
1.7		WO				PC		AS	O40	
1.6						O40				
1.5					HM					

Table 24 Goal Area: TRADITIONAL RELIGIOUSNESS

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Consti-uencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0												
3.9												
3.8												
3.7												
3.6												
3.5												
3.4												
3.3												
3.2												
3.1												
3.0												
2.9												
2.8												
2.7		CH										
2.6		BL										
2.5						BL						
2.4		PC	O40 U12			CH						
2.3		AS	U40			U6 612						
2.2		WH	O12			BC B&A						
2.1						HM O30 WH						
2.0					O60	123						
1.9						PR						
1.8	PC			AA	4-6 B&A							
1.7	O40 U40			GA BA	PR							
1.6	AS			SP	123							
1.5					O30 U40							

We had expected that for the public sector there would be little or nothing worth reporting, that the variability among campuses and constituent groups across the public segments would be negligible. While, in contrast to the private sector, this is generally true, there are nonetheless a few differences among constituencies that are of interest. Thus, in Table 21, while the "Is" plots are generally off the bottom of the table, the "Should Be" plots for the undergraduate and community samples are well onto the tables. These differences are somewhat more pronounced, though still relatively small, in the community colleges. Compared to faculty, administrators and trustees, are these slightly higher "Should Be" ratings from students and off-campus people mainly a reflection of their presumably stronger "religiosity" and failure to appreciate the separation of church and state?[10] Or could the relatively high ratings from undergraduates (also) reflect the neofundamentalism, the Jesus Movement, that seems to be expanding in the youth generation?

The picture for the private institutions (Table 22, right side), of course, is a different story, which among other things, points up the meaninglessness of aggregating together the private colleges in the state with their highly diverse missions and traditions. Thus the plots for most of the non Church-related colleges, "Is" and "Should Be," are off the bottom of the table. If nothing else, Table 22 on the right depicts one dimension (Traditional Religiousness) on which there (still) is real diversity or heterogeneity in American higher education.[11]

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[10] UC-F is situated in an area populated heavily by older and politically conservative citizens. The community colleges that were rated high ("Is" or "Should Be") by one or another constituency are disproportionately located in rural or mountainous regions.

The summary data at the lower right of Table 22, as we implied, is essentially meaningless (except as they describe beliefs of people associated with colleges in an administratively-convenient category--labeled "private"). The means are based on people at church-controlled colleges, art institutes, a business (and law) school, the Monterey Institute, and so forth. Likewise the standard deviations are high, based as they are on people at colleges ranging from fundamentalist Protestant campuses to the most "nondoctrinal" (one guesses) art schools.

To gain some useful information regarding beliefs about the importance of Traditional Religiousness on traditionally religious campuses, we calculated the average $GA\overline{X}$ and GASD (goal area standard deviation) on the Traditional Religiousness goal area, "Is" and "Should Be," for the faculty and upper division student samples, separately for the six Catholic-controlled institutions in the study (A,C,D,L,Q,S), and for the six Protestant-affiliated colleges (E,I,K,N,V,X). The results:

	Catholic Institutions (N=6)				Protestant Colleges (N=6)			
	"Should Be"		"Is"		"Should Be"		"Is"	
	Mean $GA\overline{X}$	Mean GASD	Mean $GA\overline{X}$	Mean GASD	Mean $GA\overline{X}$	Mean GASD	Mean $GA\overline{X}$	Mean GASD
Faculty	2.76	1.17	2.85	.97	3.92	.75	3.82	.84
Students (UDS)	2.47	1.04	2.64	1.03	3.76	.98	3.78	.99

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[11] The numbers of students in the country would not be spread at all equally across this campus religiousness dimension, since most of the church-related colleges are quite small. But in terms of numbers of campuses, the range is impressive.

The mean GA$\overline{X}$ scores do not add much information beyond what can be gleaned from the plots: within colleges, faculty ratings, both "Is" and "Should Be" are slightly higher than students'; "Is"-"Should Be" gaps are small (indicating satisfaction?);[12] people at these six Protestant colleges tend to rate the Traditional Religiousness goal higher than do the respondents from these six Roman Catholic institutions.

The standard deviations, on the other hand, yield new and rather interesting information about these two groups of institutions, particularly about their faculties. As evidenced by the very low average standard deviation (.75), there is substantial unanimity among professors at the Protestant colleges that Traditional Religiousness should be a "very important" (mean of 3.92) institutional goal. Among the Catholic professors (and presumably some number of lay colleagues), the situation is one of internal campus divergence of belief on this matter (average SD=1.17). The former are very much "together" regarding the (high) importance of this goal; the latter are decidedly divided about the same goal.

Regarding another constituent group on (some of) these campuses, the graduate students, one sees in Table 22 the unusual situation where all the "Should Be" plots for the colleges under consideration are lower than the corresponding respective "Is" plots. By substantial margins, the graduate student samples from the four church-related colleges that surveyed graduates (E,I,L,V) each indicated that Traditional Religiousness, as an instructional goal, should be given less emphasis than they currently perceive it to be given.

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[12] It is interesting that only for the Protestant faculty is the gap in the usual direction ("Should Be" higher).

(7) Vocational Preparation. While universities have perhaps always existed in part to train individuals for occupations, this role was made explicit for American public higher education by the Land Grant Act of 1862, and then extended to a broader populace by the public two-year college movement of the 1950's and 1960's. As operationalized in the IGI, this goal means offering: specific occupational curricula (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. It is important to distinguish between this goal and the next one to be discussed, Advanced Training, which involves graduate-level training for various professional careers.

The perceived level of importance presently given to Vocational Preparation is surprisingly uniform across both the UC and CSUC constituencies with a lower "Is" rating coming only from the UC students. With regard to "Should Be" judgments, the constituent group patterns are again similar for the two segments, although the CSUC plots are somewhat higher.[13] Significantly, it is the faculty in both segments who give the lowest rankings to Vocational Preparation as a goal for the campuses, with the "Is"-"Should Be" gap for the UC professors the smallest in the table.[14]

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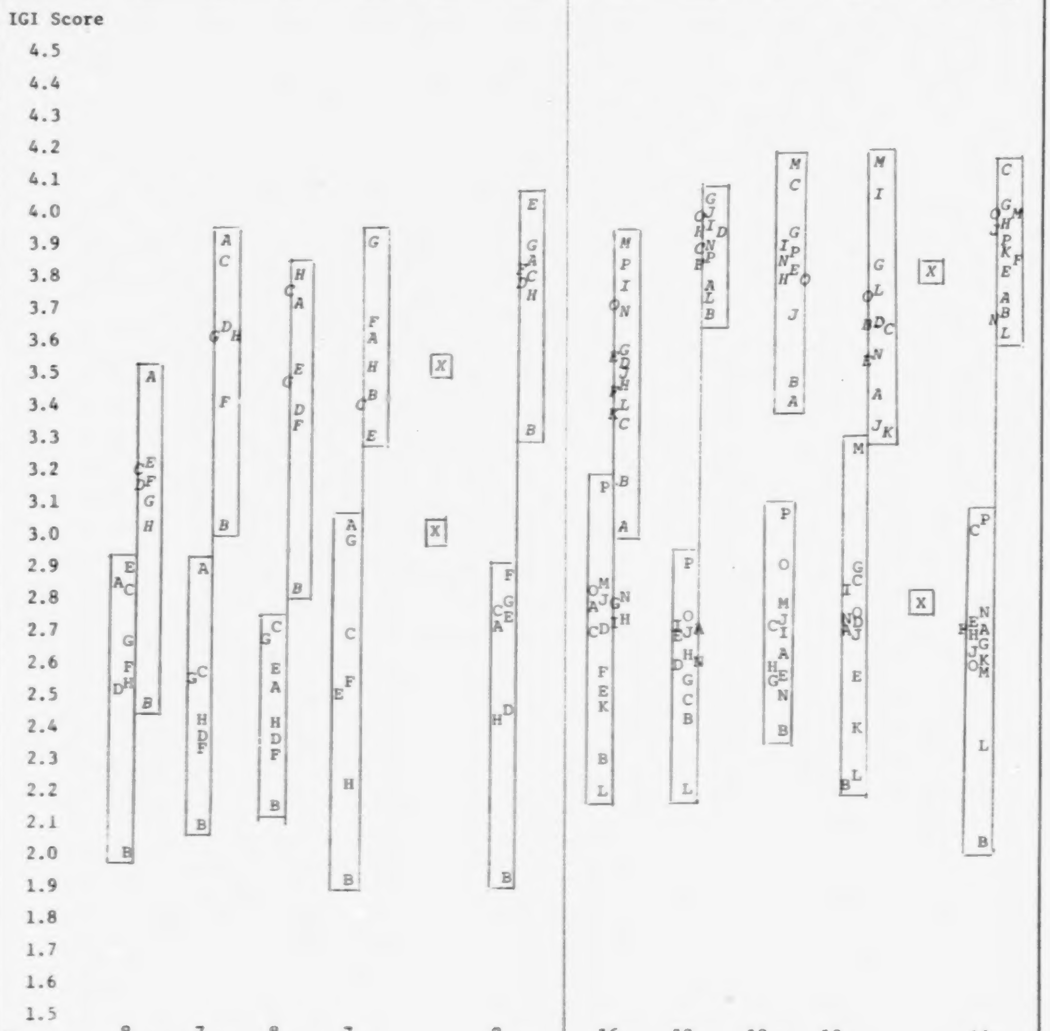
[13] On the UC side, the substantial uniqueness of the Santa Cruz campus is seen. On the CSUC side, one or two institutions are seen by their constituencies as being relatively non-vocationally oriented, while the two Polytechnics (P and M) generally, though not invariably, stand at the top of both the "Is" and "Should Be" clusters.

[14] The relatively high "Should Be" standard deviations for the individual faculty respondents (e.g., UC, unweighted, 1.07; weighted, 1.06) indicate that these professors are not of a single mind regarding the importance of this goal on their campuses.

Table 25 **Goal Area:** VOCATIONAL PREPARATION

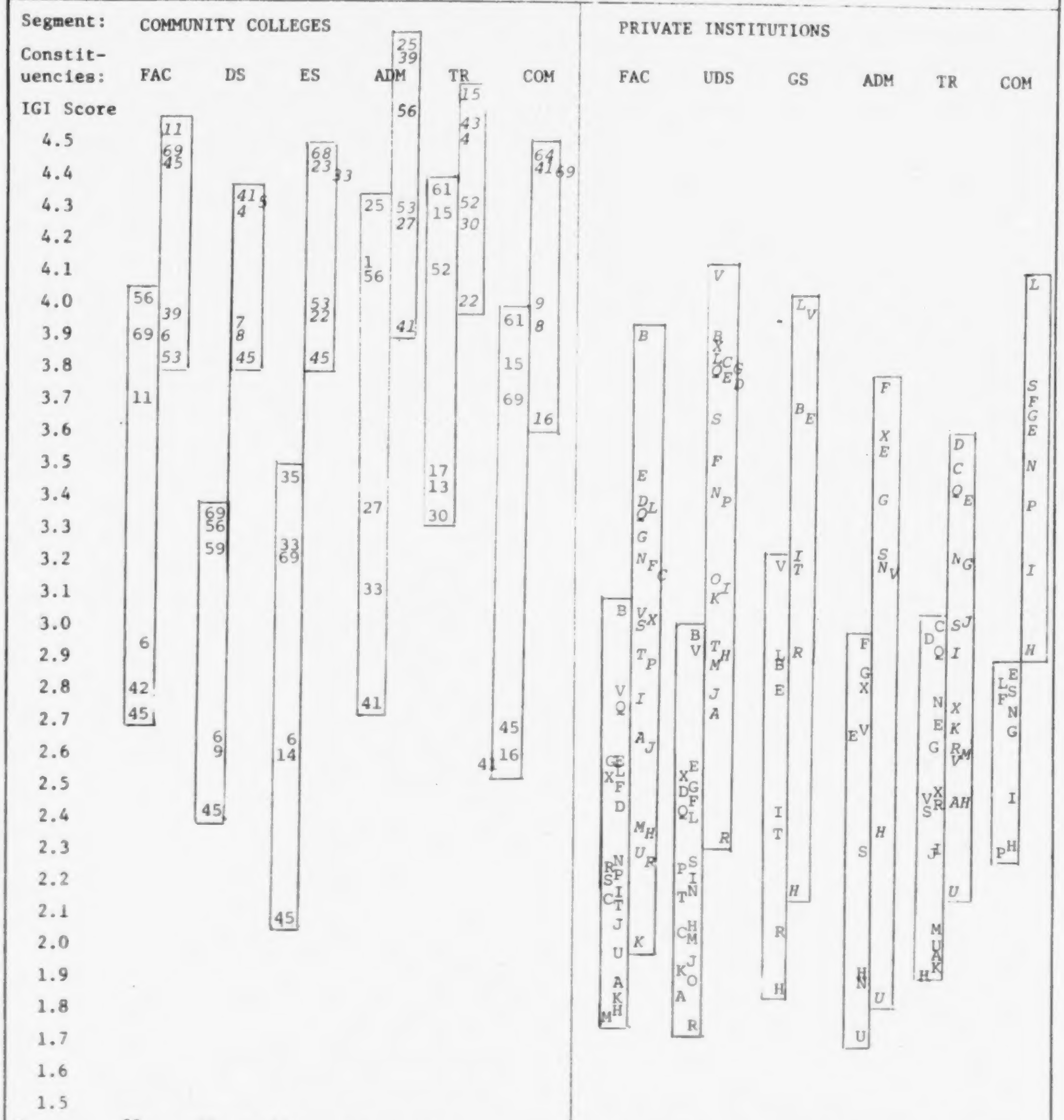
Segment: UNIVERSITY OF CALIFORNIA — CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM — FAC UDS GS ADM TR COM



Segment:	UNIVERSITY OF CALIFORNIA						CALIFORNIA STATE UNIV. & COLLEGES					
Constituencies:	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.11	3.59	3.48	3.58		3.78	3.57	3.97	3.88	3.75		3.98
SD(I) SB	.27	.28	.30	.20		.18	.19	.11	.17	.23		.16
M(I) IS	2.61	2.44	2.49	2.57		2.64	2.72	2.64	2.72	2.76		2.75
SD(I) IS	.27	.23	.19	.37		.29	.22	.16	.19	.28		.25
Individual Respondent as the Unit of Analysis												
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.15	3.64	3.52	3.56	3.54	3.79	3.55	3.98	3.91	3.75	3.90	3.98
SD SB	1.07	1.01	1.05	.99	.90	.99	1.01	.92	.93	.93	.66	.89
M SB wtd.	3.21	3.71	3.61				3.60	4.00	3.88			
SD SB wtd.	1.06	.98	.99				1.00	.92	.96			
M IS	2.66	2.47	2.53	2.59	3.06	2.66	2.71	2.65	2.71	2.77	2.89	2.75
SD IS	.88	.93	.87	.89	1.00	.90	.85	.91	.87	.85	.72	.92
M IS wtd.	2.76	2.51	2.60				2.76	2.69	2.73			
SD IS wtd.	.85	.91	.84				.84	.91	.86			

Table 26 Goal Area: VOCATIONAL PREPARATION



	COMMUNITY COLLEGES FAC	DS	ES	ADM	TR	COM	PRIVATE INSTITUTIONS FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	4.23	4.16	4.23	4.53	4.45	4.22	2.96	3.42	3.38	3.17	2.95	3.57
SD(I) SB	.14	.11	.13	.19	.22	.14	.45	.47	.59	.57	.39	.30
M(I) IS	3.36	2.97	2.98	3.63	3.85	3.16	2.34	2.34	2.59	2.45	2.50	2.67
SD(I) IS	.25	.17	.24	.36	.33	.28	.34	.32	.44	.44	.36	.21

Individual Respondent as the Unit of Analysis

	COMMUNITY COLLEGES FAC	DS	ES	ADM	TR	COM	PRIVATE INSTITUTIONS FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	343
M SB	4.25	4.17	4.25	4.51	4.44	4.23	2.98	3.49	3.42	3.24	3.04	3.58
SD SB	.77	.84	.82	.61	.60	.81	1.12	1.18	1.26	1.09	1.13	1.12
M SB wtd.	4.23	4.14	4.22				2.97	3.48	3.56			
SD SB wtd.	.77	.91	.86				1.11	1.13	1.24			
M IS	3.41	2.97	3.01	3.62	3.75	3.13	2.37	2.40	2.60	2.54	2.55	2.70
SD IS	.91	.98	1.01	.89	.78	.98	.96	1.05	1.14	.95	.96	1.00
M IS wtd.	3.41	2.98	3.02				2.37	2.40	2.70			
SD IS wtd.	.91	1.01	1.01				.92	.99	1.07			

Table 27 Goal Area: VOCATIONAL PREPARATION

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constit-uencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										BL
4.3										
4.2					BC					
4.1										
4.0					B&A		WO PC			CH BC U6 HM
3.9					123		AS ME	PC	BA	612 123
3.8		PC				PC		AS	SP U40	B&A WH
3.7			PC		030				GA 040	PR 030
3.6	PC	U12 WO AS		U40	HM U6	040			AA	
3.5		ME 012		SP GA 040	PR 612					
3.4			AS			U40				
3.3				AA		AS				
3.2	040									
3.1										BL
3.0	AS U40									
2.9	PC									
2.8					030 123	PC			AA	030
2.7	040	PC		GA	PR HM	040 U40	PC ME	PC	040 GA	HM U6 PR CH 123
2.6	AS		PC	C40	B&A	AS	WO	AS	BA U40	WH B&A BC
2.5	U40	U12 ME	AS	AA BA	BC		AS			612
2.4		AS 012		SP U40						
2.3		WO			612				SP	
2.2										
2.1					U6					
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 28 Goal Area: VOCATIONAL PREPARATION

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Consti-uencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5				GA SP AA	060 030							
4.4	PC			BA	U40 4-6							
4.3	040	CH BL	WO 040		123	BL HM						
4.2	U40	WO PC WH	U40			CH B&A BC WH						
4.1	AS	AS ME	ME			PR						
4.0												
3.9				GA	060							
3.8					030 PR			BL				
3.7				BA	4-6			PC	PC			
3.6				AA	123 B&A							612
3.5				SP	U40			CH				B&A PR 123 030
3.4	PC 040							WH				
3.3	AS U40						PC	AS				
3.2						HM PR					U40	HM
3.1			040			030 123			AS			
3.0			WO U40			B&A 612 U6 BC	040				B&A 4-6	
2.9			ME						PC		060 123	
2.8							U40 AS			U40	PR	
2.7											030	B&A 030
2.6								PC		040		123 PR
2.5							PC			040	B&A	612
2.4							040	ME			PR	
2.3							AS U40	WO AS	AS	U40		HM
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

A broad look at Table 26 makes clear that Vocational Preparation is yet another dimension on which there is genuine diversity within the total higher education system in the state. In almost any populated area, one can, at the local community college, at little cost, choose from a host of occupational training programs. Or, paying a substantial tuition, he may choose from among the numerous private colleges which traditionally have sought to de-emphasize vocationalism (the lower plots on the right).

Occupational or "career" training has, of course, been one of the touchstones of the modern public comprehensive two-year college. It is a warmly and universally supported mission,[15] with the strongest support seemingly coming from administrators and trustees.

The data from the private institutions are difficult to summarize. Generally, Vocational Preparation is ranked lower in these institutions than in any of the public segments. Generally, faculties value this goal less than the other constituencies, as was the case in the public sector. On the other hand, pressures for giving the goal higher priority would come chiefly from the students; for every campus plotted, the UDS and GS "Should Be" plots are higher than the corresponding "Is" plots, usually by a sizeable margin. Along with the faculties, the trustees are disinclined to accord occupational training much greater emphasis on their campuses (and it is hard to avoid speculating about the future consequences for the college of such a policy).

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[15] While there is a fair amount of variability in the "Is" plots for the several constituencies, the "Should Be" plots cluster quite tightly (compare the institutional "Is" and "Should Be" standard deviations).

Tables 27 and 28 contain few surprises. Faculty and students teaching and studying in professional and career fields (PC), as compared to their peers in the liberal arts, generally perceive their institutions as presently attaching greater importance to career training, and, perhaps naturally, by larger margins, they more strongly believe their institutions "Should Be" doing more in this regard. There are slight trends for older faculty (040) to have a higher estimate of this goal, and for academic administrators (AA), in contrast to the other administrator categories, to rate it relatively low, as would be consistent with their campus roles. Finally, we note that among the private college trustees, it is the younger (U40) ones who see the greatest potential value of occupational programs for their institutions.

Advanced Training and Research

(8) Advanced Training. This goal, as defined in the IGI, can be most readily understood simply as the availability of post-graduate education. The items comprising the goal area have to do with developing and maintaining a strong and comprehensive graduate school, providing programs in the "traditional professions" (law, medicine, etc.), offering programs in the "newer" professions (engineering, social work, etc.), and conducting advanced study in specialized problem areas--as through a multi-disciplinary institute or center.

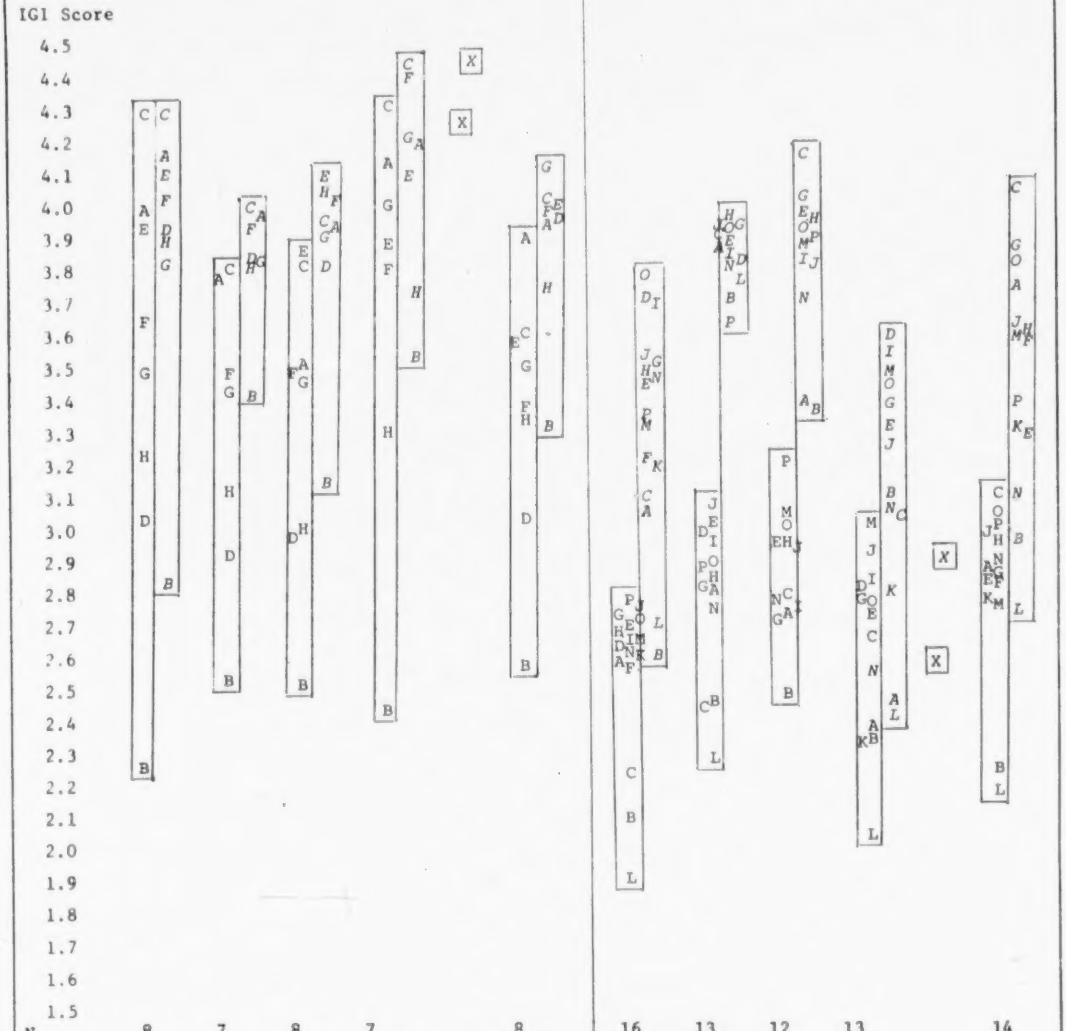
It is no news to even casual observers of California public higher education that the conduct of graduate schooling and the awarding of the Ph.D. has been an important point of contention between the University and CSUC systems. While the Master Plan in 1960 assigned different roles to the two systems, this differentiation, under increasing pressure from the State Colleges, has steadily eroded--culminating (symbolically) in the past year in the designation the majority of the State Colleges as State Universities.

This said, what are the views of the people involved about the importance of Advanced Training on their campuses? Among the UC campuses, this is a goal dimension on which there is substantial present diversity (especially in the eyes of the respective faculties), with the large and older campuses ranking high, the smaller and newer ones lower, and Santa Cruz ranking lowest. The "Should Be" situation is different; all the plots have crept up and, excepting Santa Cruz, cluster tightly in the shadow of campus C, at which beliefs about the present and the ideal are practically the same. In short, while the eight UC campuses are presently seen to be fairly diverse in the extent to which each offers advanced work, with one exception they all aspire to roughly the same high priority for Advanced Training.

Table 29 Goal Area: ADVANCED TRAINING

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM | FAC UDS GS ADM TR COM



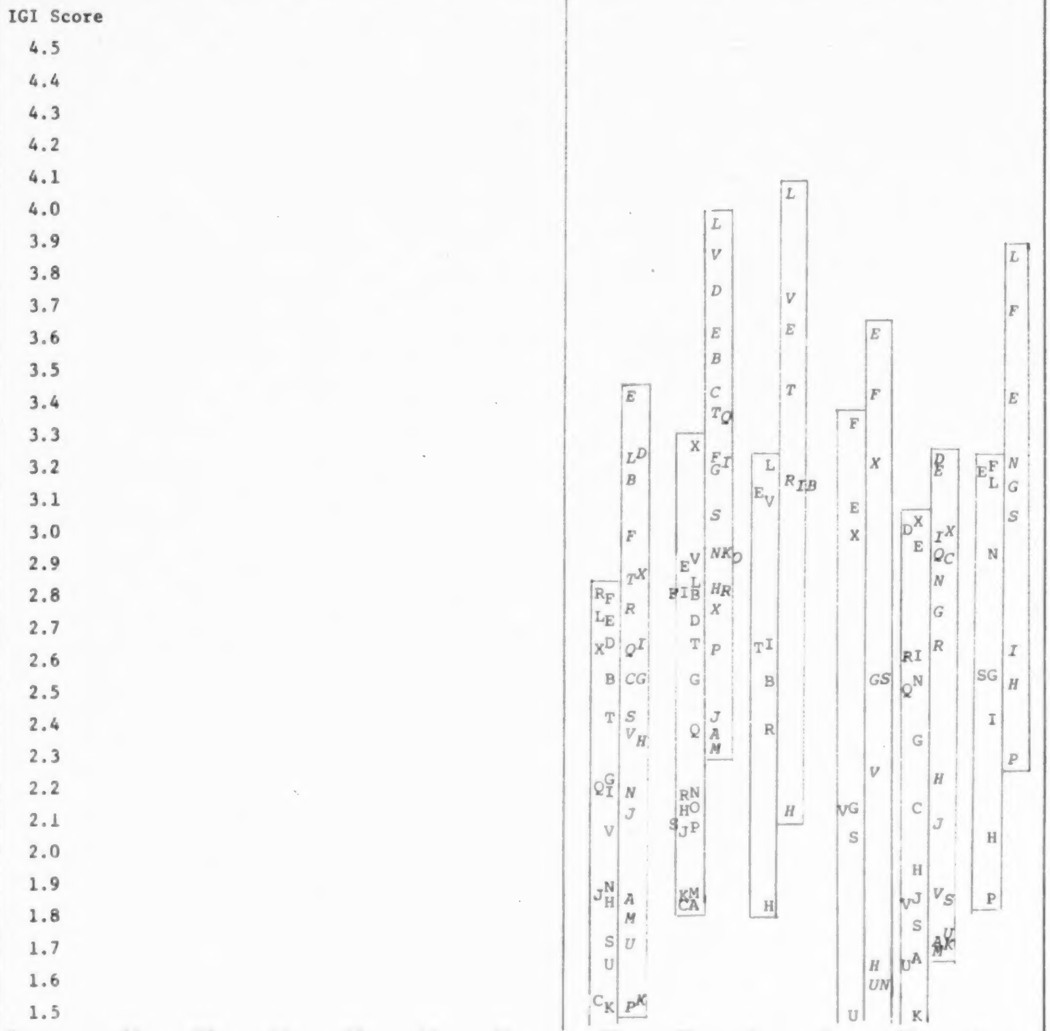
	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.88	3.84	3.87	4.10		3.86	3.34	3.83	3.84	3.21		3.52
SD(I) SB	.42	.19	.29	.32		.22	.31	.10	.20	.36		.36
M(I) IS	3.50	3.31	3.36	3.72		3.39	2.57	2.84	2.91	2.70		2.84
SD(I) IS	.59	.42	.43	.59		.38	.24	.25	.19	.25		.26

Individual Respondent as the Unit of Analysis

	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.96	3.86	3.90	4.11	4.48	3.89	3.32	3.84	3.89	3.24	2.98	3.54
SD SB	.91	.83	.89	.85	.70	.90	1.13	.92	.89	1.03	1.03	1.06
M SB wtd.	4.07	3.91	3.99				3.44	3.85	3.87			
SD SB wtd.	.84	.81	.83				1.09	.90	.92			
M IS	3.62	3.38	3.44	3.77	4.29	3.38	2.57	2.84	2.88	2.71	2.66	2.86
SD IS	1.01	.97	.99	1.03	.92	.98	.94	.94	.91	.86	.98	.98
M IS wtd.	3.82	3.47	3.69				2.65	2.94	2.91			
SD IS wtd.	.92	.95	.92				.94	.92	.91			

Table 30 **Goal Area:** ADVANCED TRAINING

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS



Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	1.71	3.28	3.35	1.63	2.04	2.84	2.50	3.18	3.32	2.50	2.47	3.10
SD(I) SB	.18	.29	.33	.24	.52	.49	.55	.46	.53	.75	.59	.51
M(I) IS	1.55	2.45	2.49	1.53	1.85	2.33	2.11	2.42	2.69	2.21	2.24	2.67
SD(I) IS	.15	.22	.26	.21	.37	.30	.50	.42	.43	.73	.53	.48

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	1.73	3.33	3.37	1.66	1.79	2.86	2.51	3.21	3.24	2.56	2.59	3.11
SD SB	1.12	1.30	1.31	1.04	1.23	1.44	1.32	1.30	1.38	1.28	1.34	1.24
M SB wtd.	1.73	3.28	3.32				2.55	3.21	3.54			
SD SB wtd.	1.13	1.34	1.33				1.31	1.27	1.26			
M IS	1.57	2.49	2.51	1.56	1.65	2.32	2.14	2.45	2.65	2.26	2.35	2.66
SD IS	.92	1.09	1.11	.91	1.00	1.16	1.13	1.19	1.23	1.13	1.18	1.11
M IS wtd.	1.57	2.48	2.49				2.21	2.55	2.90			
SD IS wtd.	.92	1.12	1.12				1.11	1.15	1.14			

Table 31 Goal Area: ADVANCED TRAINING

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constit- uencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										BL
4.3										
4.2	PC			GA						CH
4.1	040			040						
4.0		PC	PC	SP AA	123		BL CH			
3.9	PC AS 040	U12 WO		U40 ——— GA	030		WO	PC AS		U6
3.8	U40	AS ME	AS	040			WH ME			
3.7		012		AA SP						BC
3.6	AS	———	PC		U6 612 ———	PC				123 HM
3.5		PC		U40	030 PR					612 WH
3.4		U12 ME AS			123	040				B&A PR
3.3	U40	012	AS		B&A	U40				030
3.2		WO				AS				
3.1					012					
3.0										
2.9					U6		PC	PC		
2.8						PC	AS	AS		
2.7										
2.6						040				
2.5						U40				
2.4						AS				
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 32 Goal Area: ADVANCED TRAINING

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Consti- uencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0												
3.9								BL				
3.8												
3.7									PC			
3.6								CH				
3.5												
3.4								PC WH				
3.3												
3.2								U12				
3.1								012 AS				
3.0							PC		AS ———			
2.9								———	PC			
2.8								BL				030
2.7								PC			U40	B&A PR
2.6							040				123 4-6 060	123 612
2.5							U40				B&A	HM
2.4								CH WH	AS		PP	
2.3							AS	AS				
2.2											030	
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

The patterns for the CSUC campuses are harder to summarize. The existing situation is one of substantial homogeneity, except for three colleges--C, B, and I--all quite new. With the exception of the undergraduate samples, all of which are of about the same mind (SD(I) of only .10), the "Should Be" plots are fairly diverse, indicating a preference on some campuses for many graduate programs, and on others, for few such programs (quite in contrast to the UC system, except for Santa Cruz).

In that Advanced Training (read graduate education) and Research (as it will be defined) are not applicable to two-year community colleges, the left side of Tables 30, 32, 34, and 36 are not filled in.

Moving on, one can see that the private four-year institutions in the state are fairly diverse as regards the priority given Advanced Training, with campus "Is" plots ranging from roughly 3.0 ("of medium importance") down to 1.4 for the faculty and trustees at college M.[16] At only a handful of these institutions--four or five out of 23--do the faculty, administrators, and trustees appear to desire a higher priority for this goal.

Faculty and students in professional fields rate this goal higher than do people in the arts and sciences.[17] By smaller margins, older faculty members and administrators want graduate education on their campuses expanded to a greater degree than do their younger colleagues. Minority community people associated with the CSUC campuses feel strongly indeed about the need for expanding post-graduate programs.[18]

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[16] Cal. Tech., Stanford, and USC, among others, are not included in the study.

[17] Two of the goal statements dealt explicitly with (graduate-level) professional curricula.

[18] The UC minority student and community groups were too few in number to warrant tabulating and plotting.

(9) Research. According to most historians of the matter, the research function in the American university was a late 19th century import of the German concept of the university as a center for specialized scientific research and scholarship. Attempting to embrace both "applied" or "problem-centered" research as well as "basic" or "pure" research, the Research goal in the IGI involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

At the UC campuses there seems to be general acceptance of the high priority presently given to Research (except at Santa Cruz).[19] Gaps between "Is" and "Should Be" plots are extremely small. Students and community people typically rate the goal almost as high as faculty and administrators.

In the CSUC system, while "Should Be" ratings are almost invariably[20] somewhat higher than "Is" scores, the discrepancies in general are not notably large. People on these campuses, then, typically would prefer some expansion in research activities, but by no means to the level seen at any of the general UC campuses. Specific institutions, for example, campuses G, D, O, and I, show larger gaps--have stronger aspirations--than others. These are large, comprehensive institutions; in research resources and productivity (especially in certain fields), they probably surpass several of the UC campuses.

The relatively large standard deviations for the CSUC groups of individuals (e.g., 1.04 for the combined faculty) indicates considerable

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[19] Basic research was a role assigned exclusively to the UC campuses by the Master Plan.

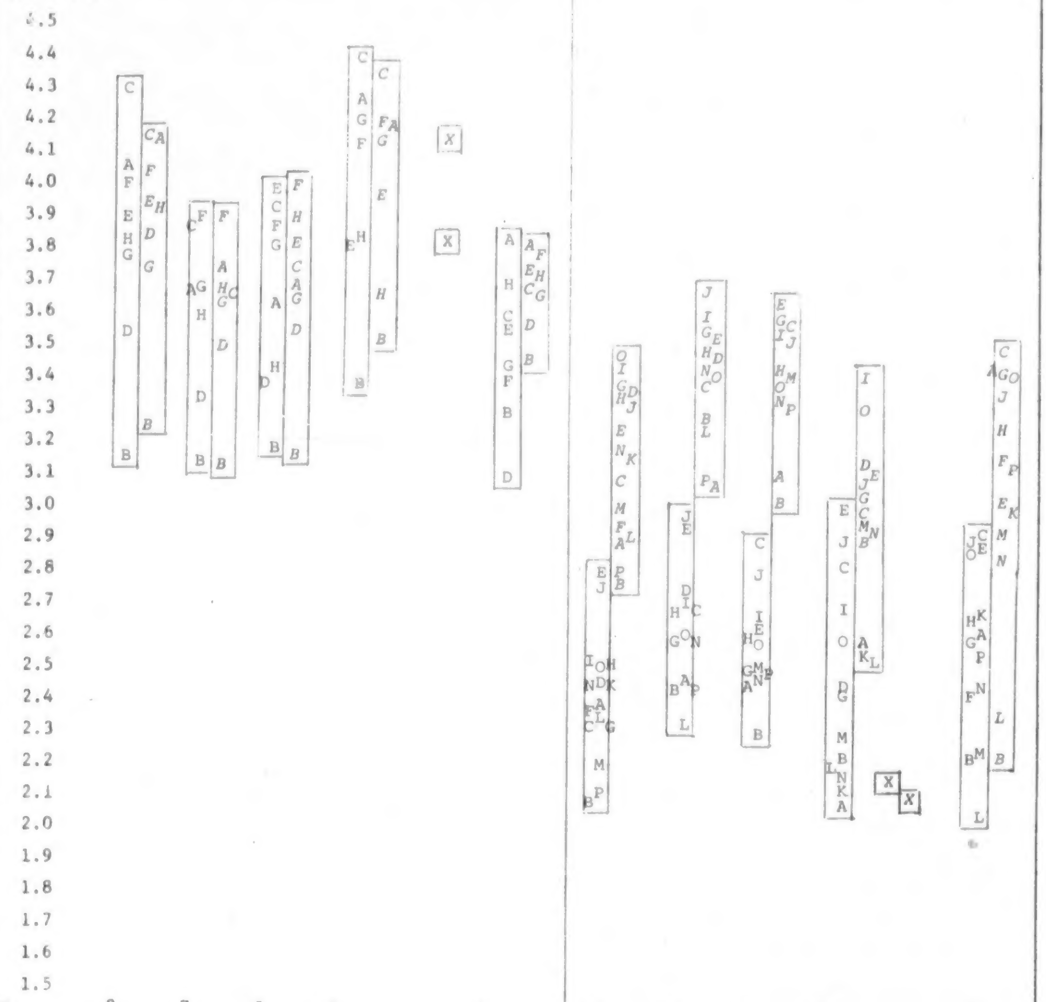
[20] The system's trustees are the notable exception.

Table 33 **Goal Area:** RESEARCH

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM | FAC UDS GS ADM TR COM

IGI Score



	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.88	3.60	3.68	4.01		3.68	3.18	3.44	3.40	3.01		3.10
SD(I) SB	.27	.22	.23	.27		.12	.22	.16	.19	.28		.37
M(I) IS	3.82	3.61	3.67	4.01		3.49	2.43	2.67	2.57	2.49		2.64
SD(I) IS	.32	.25	.25	.33		.21	.17	.19	.13	.30		.26

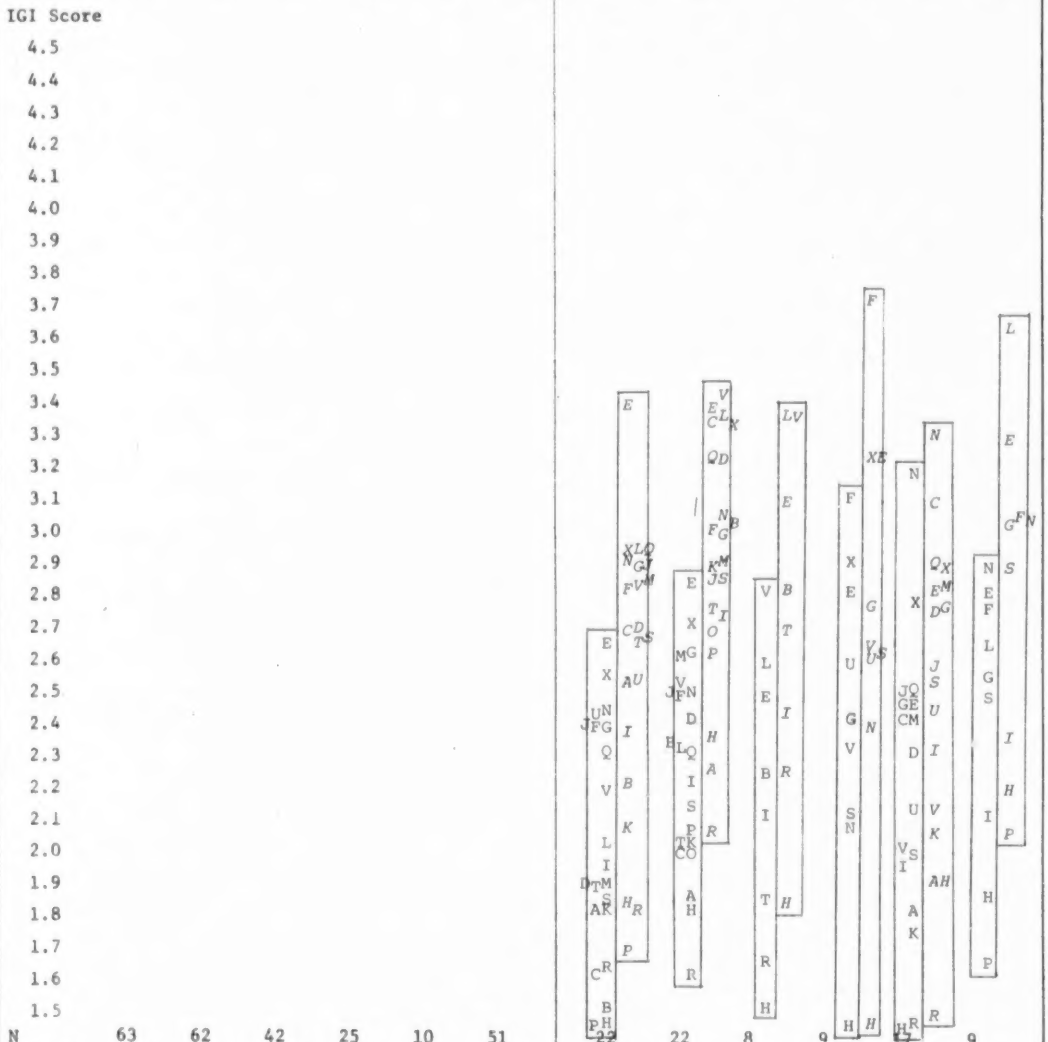
Individual Respondent as the Unit of Analysis

	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.93	3.59	3.70	4.02	4.13	3.66	3.18	3.47	3.48	3.04	2.09	3.11
SD SB	.84	.86	.92	.79	.63	.90	1.04	.97	1.01	.99	1.06	1.11
M SB wtd.	3.99	3.62	3.76				3.24	3.50	3.46			
SD SB wtd.	.79	.84	.89				1.04	.95	1.03			
M IS	3.88	3.63	3.71	4.04	3.85	3.46	2.43	2.66	2.61	2.50	2.10	2.65
SD IS	.90	.88	.89	.86	1.19	.95	.84	.88	.87	.84	1.03	.92
M IS wtd.	3.96	3.67	3.85				2.46	2.73	2.63			
SD IS wtd.	.85	.87	.88				.85	.87	.88			

Table 34 Goal Area: RESEARCH

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS

Constituencies: FAC DS ES ADM TR COM | FAC UDS GS ADM TR COM



Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	1.84	3.17	3.18	1.61	2.23	2.76	2.61	2.94	2.74	2.75	2.52	2.85
SD(I) SB	.18	.19	.24	.24	.44	.39	.43	.36	.49	.63	.48	.50
M(I) IS	1.57	2.44	2.47	1.46	1.95	2.31	2.03	2.29	2.17	2.41	2.21	2.42
SD(I) IS	.15	.16	.22	.24	.41	.26	.39	.32	.43	.53	.47	.44
Individual Respondent as the Unit of Analysis												
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	343
M SB	1.86	3.20	3.18	1.61	1.90	2.77	2.73	2.99	2.94	2.68	2.58	2.88
SD SB	1.13	1.13	1.17	.99	1.16	1.29	1.09	1.14	1.22	1.12	1.16	1.14
M SB wtd.	1.83	3.16	3.15				2.81	3.04	2.94			
SD SB wtd.	1.13	1.17	1.19				1.07	1.09	1.21			
M IS	1.59	2.46	2.48	1.50	1.72	2.30	2.16	2.34	2.44	2.35	2.26	2.44
SD IS	.89	.99	1.03	.89	.97	1.06	.95	1.04	1.09	1.00	1.00	1.00
M IS wtd.	1.57	2.44	2.46				2.27	2.46	2.33			
SD IS wtd.	.88	1.03	1.03				.94	1.01	.97			

Table 35 Goal Area: RESEARCH

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constit-uencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										
4.1				GA						
4.0	PC 040			040 AA						
3.9	AS			SP						
3.8	U40		PC	U40						
3.7					030					
3.6		ME U12	AS		030 PR 123					CH BL
3.5		012 WO			HM 123 612		BL AS			
3.4					U6		WH			U6
3.3					B&A 612		PC CH			
3.2					U6	U40				BC
3.1						040				123 HM
3.0									040	612 B&A WH
2.9									U40	
2.8										PR 030
2.7							BL			
2.6							WH CH			
2.5									GA	
2.4						PC AS			BA AA SP	
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 36 Goal Area: RESEARCH

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Consti-uencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0												
3.9												
3.8												
3.7												
3.6												
3.5												
3.4												
3.3												612
3.2								BL				
3.1								CH PC				
3.0								U12 012	PC			
2.9								AS WH				B&A
2.8							PC		AS			030 PR
2.7							U40			U40	U40 060	123
2.6							AS 040	BL	PC	040	123	
2.5												HM
2.4								PC CH			4-6 030	
2.3							PC	WH AS	AS			
2.2												
2.1							AS					
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

disagreement about the role of research on these campuses. The typically larger weighted means and SD's indicate that sentiment favoring increased research is more widespread on the larger campuses, as noted above.

Somewhat surprising (to us, at least), there were really no differences of any consequence among the various subgroups of individuals analyzed (Tables 35 and 36).

Among the private colleges, the ratings for Research as an institutional goal all fall at or below "of medium importance" for both "Is" and "Should Be." The faculties on several of these campuses (e.g., E and L), however, do seem to have substantial research aspirations (which, for this observer, are unlikely to be in the general interest of the respective institutions or the students they serve).

Public Service

(10) Meeting Local Needs. While in times past some institutions of higher learning undoubtedly functioned in some ways to meet a range of educational needs of local individuals and corporate bodies, the notion of Meeting Local Needs (in the IGI) is drawn primarily from the philosophy of the post-war American community college movement. This is not to say, as will be seen, that this is a goal that four-year institutions cannot share. In the IGI, Meeting Local Needs is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

Looking at the "Is" plots and the "Is" summary data at the bottom of Table 37, one is impressed by how remarkably alike all the campuses in both the UC and CSUC segments are on this dimension. Regardless of constituent group, "Is" GA$\overline{X}$ scores almost all fall between 2.6 and 2.9. No UC or CSUC campus is seen as presently according this goal any more than "medium" importance.[21]

With the UC faculties somewhat of an exception, "Should Be" plots are uniformly (across segments and constituencies) appreciably higher, and, if anything, they are even more homogeneous than the "Is" plots. On no four-year campus is there unusual aspiration toward doing more in the way of Meeting Local Needs. Interestingly, the CSUC Trustees, of all that segment's constituencies, are seemingly the least concerned about a higher

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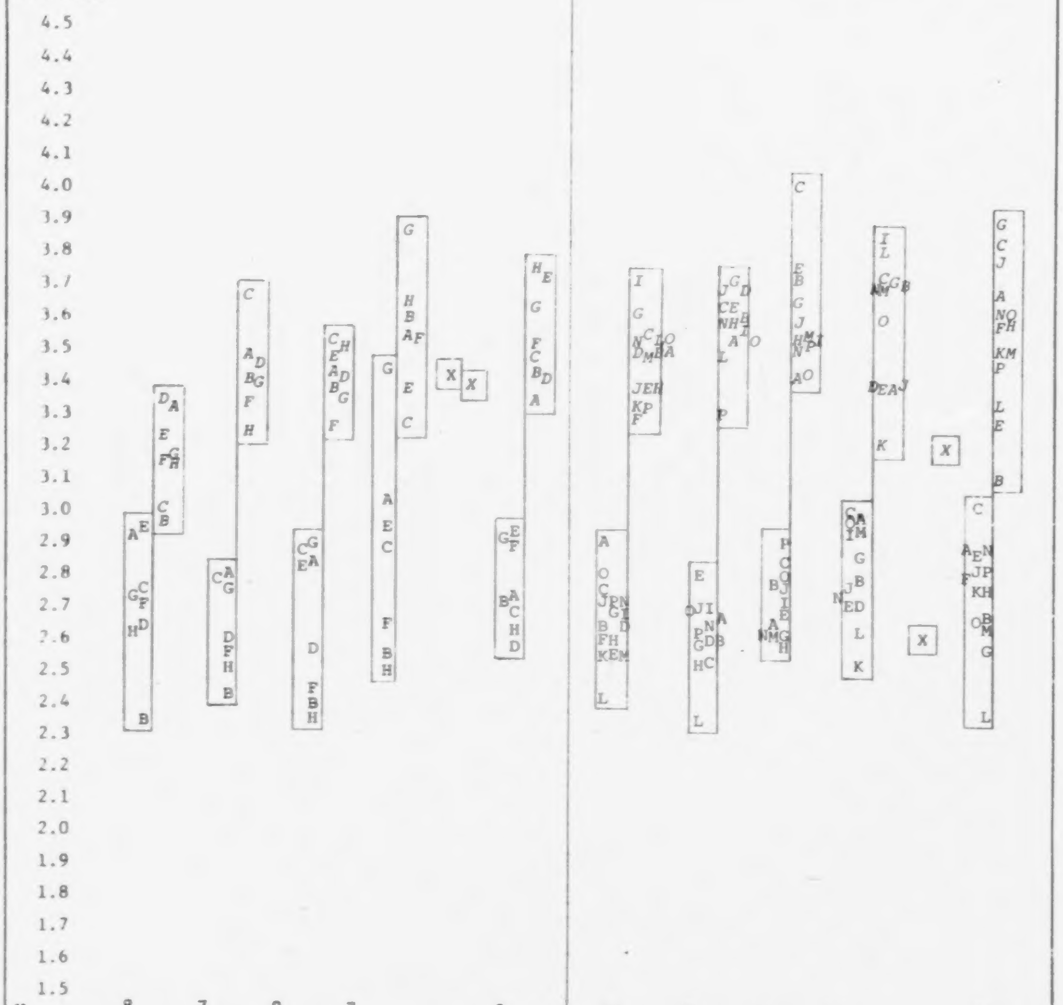
[21] The sample of administrators at UC-G deviate in their perceptions from the other campus G constituencies, and the sample of regents understand the situation quite differently indeed.

Table 37 **Goal Area:** MEETING LOCAL NEEDS

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM | FAC UDS GS ADM TR COM

IGI Score



Segment	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.17	3.43	3.41	3.55		3.53	3.50	3.61	3.58	3.62		3.59
SD(I) SB	.12	.13	.09	.17		.14	.11	.10	.10	.18		.21
M(I) IS	2.70	2.63	2.63	2.87		2.76	2.67	2.66	2.73	2.82		2.78
SD(I) IS	.19	.14	.22	.30		.14	.12	.12	.11	.15		.17

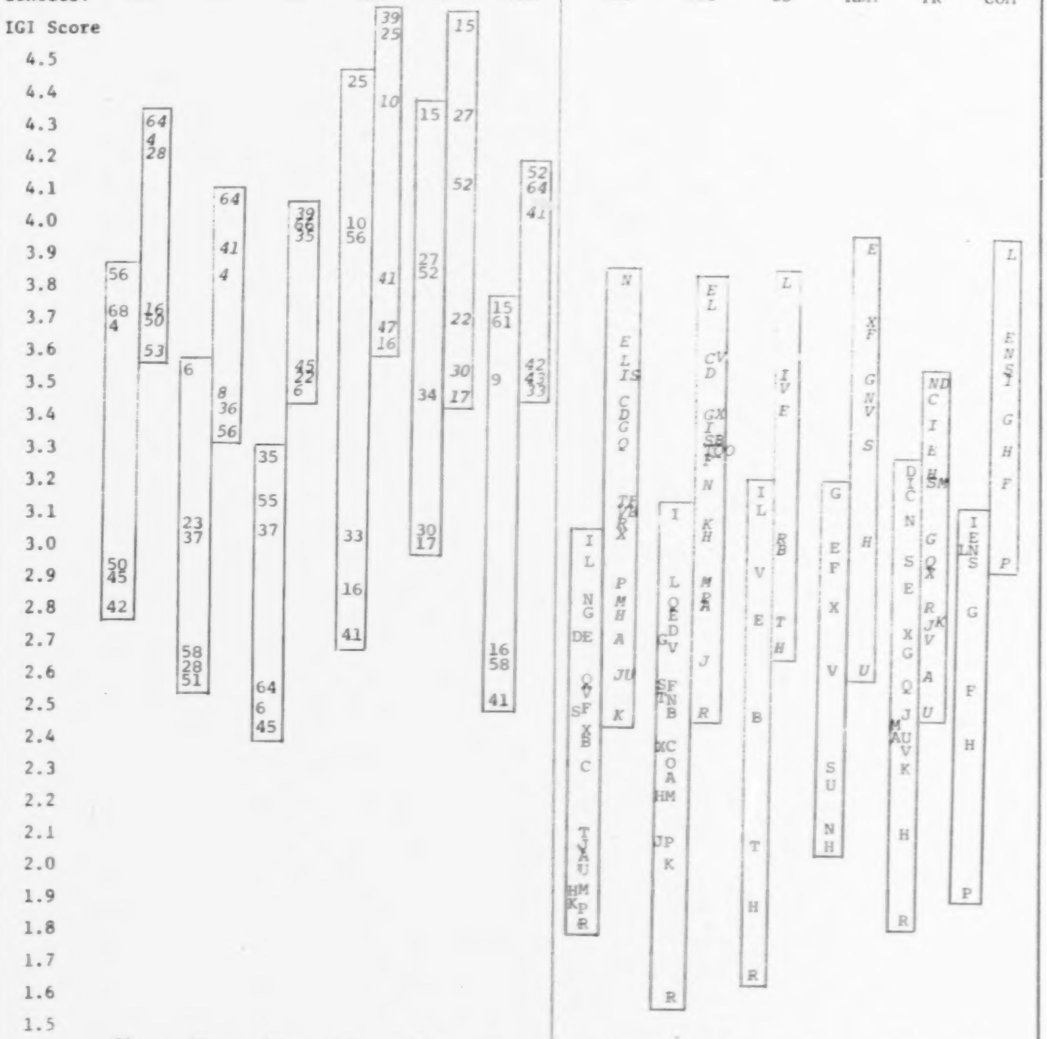
Individual Respondent as the Unit of Analysis

Segment	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.17	3.46	3.42	3.53	3.40	3.53	3.49	3.62	3.61	3.62	3.24	3.60
SD SB	.98	.94	.97	.89	.68	.98	.98	.99	1.02	.89	.92	1.01
M SB wtd.	3.18	3.50	3.46				3.49	3.62	3.55			
SD SB wtd.	.97	.92	.96				1.00	.97	1.04			
M IS	2.73	2.69	2.68	2.90	3.42	2.76	2.67	2.66	2.72	2.85	2.61	2.78
SD IS	.87	.89	.93	.91	.82	.90	.88	.90	.89	.84	.57	.92
M IS wtd.	2.80	2.69	2.76				2.68	2.69	2.72			
SD IS wtd.	.85	.89	.94				.89	.91	.89			

Table 38 **Goal Area:** MEETING LOCAL NEEDS

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS

Constituencies: FAC DS ES ADM TR COM | FAC UDS GS ADM TR COM



	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.98	3.67	3.73	4.15	3.95	3.79	3.17	3.27	3.25	3.44	3.12	3.50
SD(I) SB	.13	.12	.14	.23	.34	.15	.36	.33	.37	.36	.32	.26
M(I) IS	3.29	2.82	2.85	3.50	3.63	3.06	2.43	2.52	2.59	2.62	2.72	2.79
SD(I) IS	.19	.12	.19	.37	.37	.24	.36	.30	.47	.29	.34	.37

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	3.98	3.66	3.73	4.12	3.99	3.78	3.11	3.29	3.27	3.44	3.14	3.50
SD SB	.87	.96	1.00	.79	.81	.97	1.08	1.12	1.17	1.00	1.10	1.05
M SB wtd.	3.96	3.63	3.70				3.10	3.29	3.41			
SD SB wtd.	.87	1.02	1.03				1.07	1.11	1.19			
M IS	3.31	2.81	2.86	3.47	3.57	3.03	2.44	2.54	2.65	2.70	2.72	2.84
SD IS	.90	.93	.99	.91	.81	.97	1.01	1.07	1.11	.98	.98	1.04
M IS wtd.	3.30	2.80	2.86				2.44	2.54	2.73			
SD IS wtd.	.90	.97	.99				.98	1.04	1.09			

Table 39 Goal Area: MEETING LOCAL NEEDS

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

Constituencies:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
IGI Score	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
4.5										
4.4										BL
4.3										
4.2										
4.1										CH
4.0										
3.9							CH			U6
3.8							BL WO		BA U40	HM BC
3.7				GA U40 SP	U6 612		U12			123 612 WH
3.6					123	PC	WH O12 ME		GA SP AA O40	B&A
3.5		U12 WO	PC	O40		O40 U40 AS				PR
3.4		ME O12	AS		O30					O30
3.3	PC			AA						
3.2	AS									
3.1				GA						
3.0				O40	O30				BA GA AA O40 O40	BL HM
2.9	PC			SP						
2.8	O40 AS U40	PC	PC	AA	123	PC				PE WH B&A BC CH
2.7		AS	AS	U40	612 U6	O40 U40 AS	PC WH BL AS			
2.6										
2.5									SP	
2.4							CH			
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 40 Goal Area: MEETING LOCAL NEEDS

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS

Constituencies:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
IGI Score	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
4.5												
4.4				GA								
4.3												
4.2				AA SP								
4.1					O60							
4.0	PC			BA	B&A	CH BL						
3.9	AS	BL CH			U40 4-6 PR							
3.8			O40 WO	——	O60	HM BL PR B&A WH						
3.7		WO U12 O12 WH ME	U12 U40 O12 ME	GA								
3.6					O30			BL		U40		[illegible] HM B&A 123 PP O30
3.5				BA AA	4-6 123							
3.4	PC			SP	U40			CH	PC			
3.3							PC	PC WO AS ME WH		O40	O40 123	
3.2	AS											
3.1						HM PR WH B&A	O40		AS ——		B&A [illegible] 4-[illegible]	
3.0			O40				U40 AS		PC		O30 PP ——	
2.9						BL						
2.8			U40			BC					[illegible]	
2.7												
2.6						CH					[illegible]	
2.5							PC O40					
2.4							AS U40		AS			
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

priority for this goal.

As can be read on the left side of Table 38, Meeting Local Needs typically is an important goal at the state's community colleges, particularly in the eyes of campus administrators and boards of trustees. And by and large these institutions would like to be able to give even greater priority to this goal (mean "SB's" range close to 4.0).

The private institutions, as perhaps expected, are relatively diverse on this dimension, as they are on most of the goals. "Is" SD(I)'s center in the .30's (compared to generally much lower figures for the other three segments). Their "Is" scores tend to be lower generally than those of any of the three public segments, with the several very low plots--campuses H and R, art schools; K and V, Catholic colleges; J, M, P, U, independent liberal arts colleges--denoting rather extreme noninvolvement in the life of the local community.

It is significant, however, that people on every one of these campuses want change toward greater relatedness to their local communities.[22] Except for their trustees, who tend to be more satisfied with the status quo, "Is"-"Should Be" discrepancies are as large or larger for the private college constituent groups as are the gaps in any of the public segments. There is, in short, noticeable support for withdrawing from ivory towers.

With regard to the subgroups of individuals (Tables 39 and 40), by small margins, faculty and graduate students in professional and career fields (PC) attach greater importance to Meeting Local Needs, as do minority students at the State and Community Colleges. General and younger administrators tend to value this goal. Among community people, particularly high scores come from minority people associated with the State and Community Colleges, from the less affluent, and from homemakers (though the differences among the four occupational groups tend to be small). Within the sample of private college trustees, it was the category U40--under 40 years in age--that recorded the highest "Should Be" score on Meeting Local Needs as an institutional goal.

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[22] Roman Catholic institutions E, I, and N appear in the vanguard.

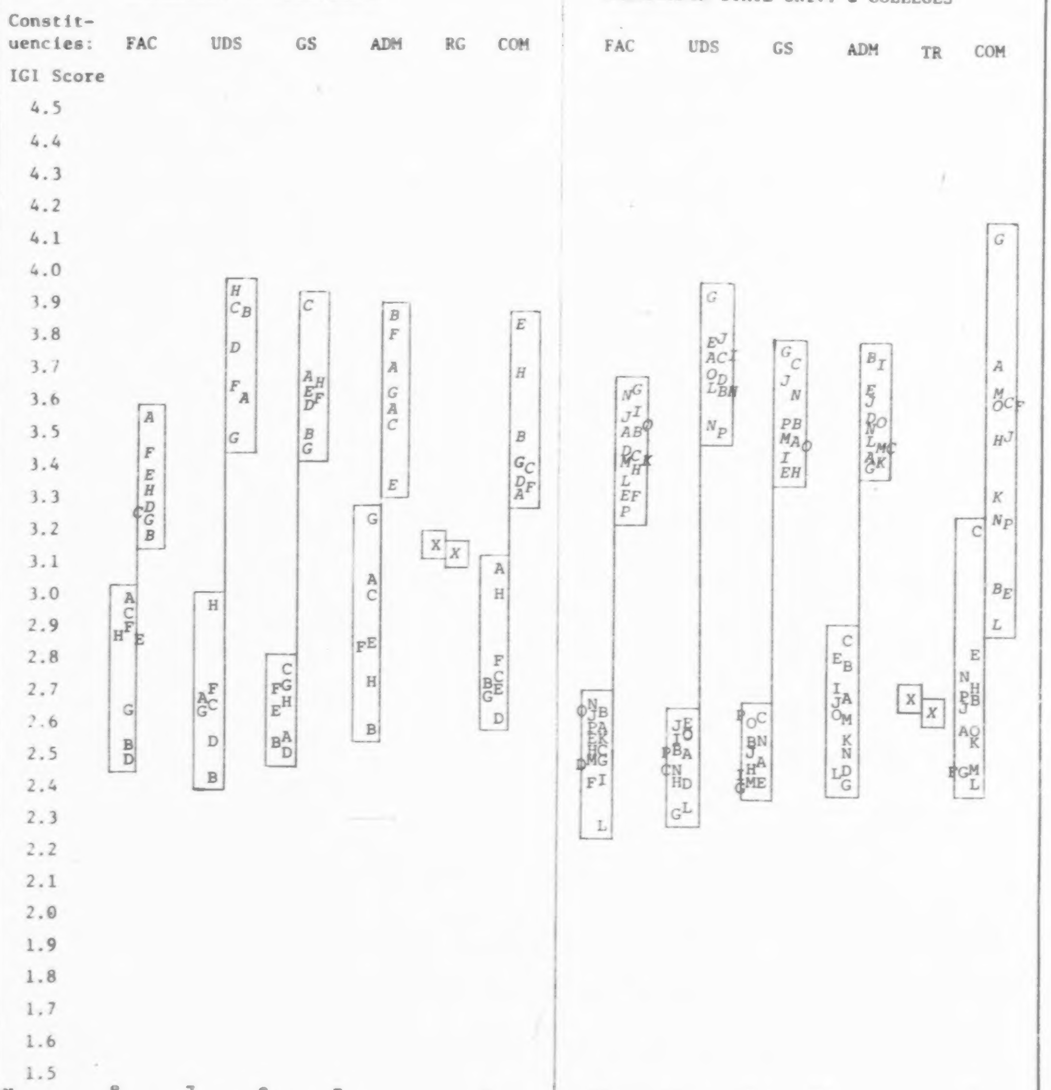
(11) Public Service. While the previous goal focused on the local community, this one is conceived more broadly--as the bringing to bear of the expertise of the university on a range of public problems of regional, state, or national scope. As it is defined in the IGI, Public Service means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

None of the UC campuses (Table 41) regards itself as giving especially high priority to Public Service (as defined in the IGI). "Should Be" beliefs are consistently higher (and more homogeneous), with the faculties least inclined toward expanded public service activities. The community samples are also somewhat less enthusiastic than, say, the administrators and students, and the sample of regents seem satisfied to leave the priority for Public Service exactly as they presently see it.

Similarity among campuses is again the most striking aspect of the arrays of CSUC plots. SD(I)'s for both "Is" and "Should Be" are very small,

Table 41 **Goal Area:** PUBLIC SERVICE

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES



	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.32	3.73	3.64	3.64		3.49	3.47	3.71	3.54	3.55		3.45
SD(I) SB	.12	.14	.11	.18		.17	.11	.11	.12	.10		.32
M(I) IS	2.77	2.65	2.64	2.93		2.79	2.54	2.49	2.52	2.65		2.67
SD(I) IS	.18	.15	.09	.20		.15	.11	.09	.08	.15		.19

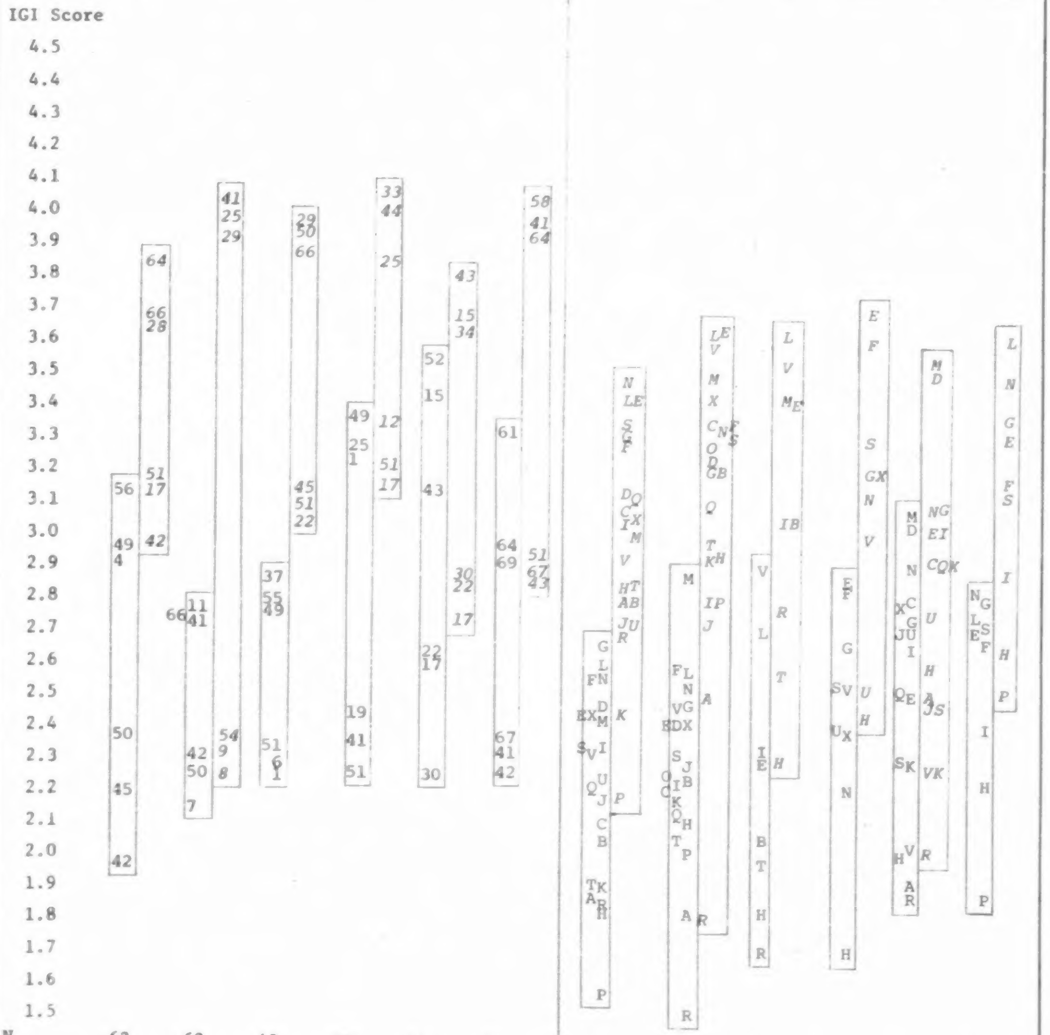
Individual Respondent as the Unit of Analysis

	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.32	3.70	3.67	3.62	3.13	3.46	3.48	3.72	3.58	3.56	2.67	3.48
SD SB	1.03	.96	1.00	.87	.99	1.07	1.04	1.02	1.04	.91	.89	1.07
M SB wtd.	3.33	3.74	3.71				3.48	3.71	3.52			
SD SB wtd.	1.03	.94	.97				1.05	1.01	1.05			
M IS	2.79	2.62	2.65	2.94	3.18	2.73	2.55	2.48	2.50	2.66	2.70	2.69
SD IS	.83	.89	.86	.88	.95	.90	.83	.88	.85	.82	.63	.95
M IS wtd.	2.83	2.63	2.66				2.52	2.50	2.50			
SD IS wtd.	.83	.89	.90				.82	.87	.84			

Table 42 **Goal Area:** PUBLIC SERVICE

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS

Constituencies: FAC DS ES ADM TR COM | FAC UDS GS ADM TR COM



	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.38	3.63	3.59	3.51	3.21	3.37	3.01	3.15	3.06	3.14	2.82	3.17
SD(I) SB	.15	.17	.18	.23	.39	.25	.32	.41	.44	.39	.43	.35
M(I) IS	2.64	2.50	2.58	2.84	2.94	2.68	2.23	2.28	2.23	2.45	2.51	2.56
SD(I) IS	.18	.14	.13	.30	.37	.19	.29	.29	.38	.33	.38	.30

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	3.39	3.65	3.59	3.50	3.20	3.39	3.02	3.22	3.29	3.11	2.88	3.20
SD SB	1.07	1.06	1.11	1.00	1.02	1.13	1.09	1.16	1.21	1.09	1.10	1.16
M SB wtd.	3.39	3.61	3.58				3.06	3.25	3.27			
SD SB wtd.	1.07	1.12	1.14				1.07	1.13	1.27			
M IS	2.67	2.51	2.58	2.84	2.84	2.64	2.28	2.33	2.53	2.46	2.55	2.60
SD IS	.96	.95	1.00	.95	.96	.97	.91	.99	1.10	.93	.98	1.01
M IS wtd.	2.67	2.49	2.59				2.32	2.35	2.35			
SD IS wtd.	.96	.97	1.02				.90	.95	1.01			

Table 43 Goal Area: PUBLIC SERVICE

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										BL CH
4.2										
4.1										
4.0							BL			
3.9					U6		CH			U6
3.8			PC	U40						
3.7		PC WO AS ME		SP			WO AS ME WH PC		SP	BC
3.6			AS	AA O40 GA	123 612 PR				BA	HM
3.5	PC					PC O40				612 123
3.4	O40				HM	AS U40			GA AA	WH
3.3	AS U40				B&A					PR
3.2					O30					B&A
3.1										O30
3.0				O40 GA AA						
2.9	O40 PC				PR O30 123					
2.8	AS			SP						
2.7	U40	PC ME		U40	B&A HM				O40 AA	
2.6		AS WO				PC AS			GA BA	
2.5					612		PC O12 AS U12		U40 SP	
2.4										
2.3					U6					
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 44 Goal Area: PUBLIC SERVICE

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0						CH						
3.9		CH BL				BL						
3.8												
3.7		WO AS				U6		BL				
3.6		PC WH ME	U12 WO	GA		612						
3.5			ME	SP				CH				
3.4	O40		O12	AA								612
3.3	U40				O60	123 WH		U12 WO WH ME O12	PC			PR
3.2				BA	U40 PR 4-6 B&A				AS			B&A
3.1						O30	PC					
3.0					O60		U40 AS O40			O40 U40	U40 O60 123	
2.9				BA SP GA								
2.8					PR 4-6						B&A	HM
2.7	PC O40			AA	B&A						4-6 PR	
2.6	AS		O40 ME U40 WO		U40				PC		O30	
2.5	U40											
2.4								PC	AS	O40		
2.3							PC	AS		U40		
2.2							AS					
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

centering around (only) .11. "Is"-"Should Be" gaps are quite large, even for the faculties, whose public service aspirations for their institutions are stronger even than the UC faculties. The system's Board of Trustees, however, would prefer no change in the importance accorded to Public Service as an institutional goal.

While Public Service, as it is here conceived, is probably not a realistic goal for two-year colleges, the level of aspiration and accomplishment at many of the state's community colleges, including support from their off-campus constituency, is impressive. "Is" scores as well as "Should Be" beliefs, on the left in Table 42, are almost on a par with the two other public segments. Indeed, in a number of areas (e.g., health services, law enforcement), it is well-known that the two-year colleges have been highly responsive to national manpower needs (Peterson, 1972b).

Among the constituent subgroups (Tables 43 and 44), there are small to moderate differences in "Should Be" opinions about Public Service in favor of professional and career (PC) faculty and graduate students, minority (BL,CH) and women (WO) undergraduates, and student personnel (SD) and younger administrators(U40). Among the off-campus community samples, minority respondents favor expanded public service activities,[23] and there are consistent income progressions for the UC, CSUC, and CC segments, with the lowest income category (U6, which would contain disproportionately large numbers of minority people) giving the highest rating to this goal.

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[23] One of the four goal statements dealt specifically with training for minority students.

Higher Education and Social Change

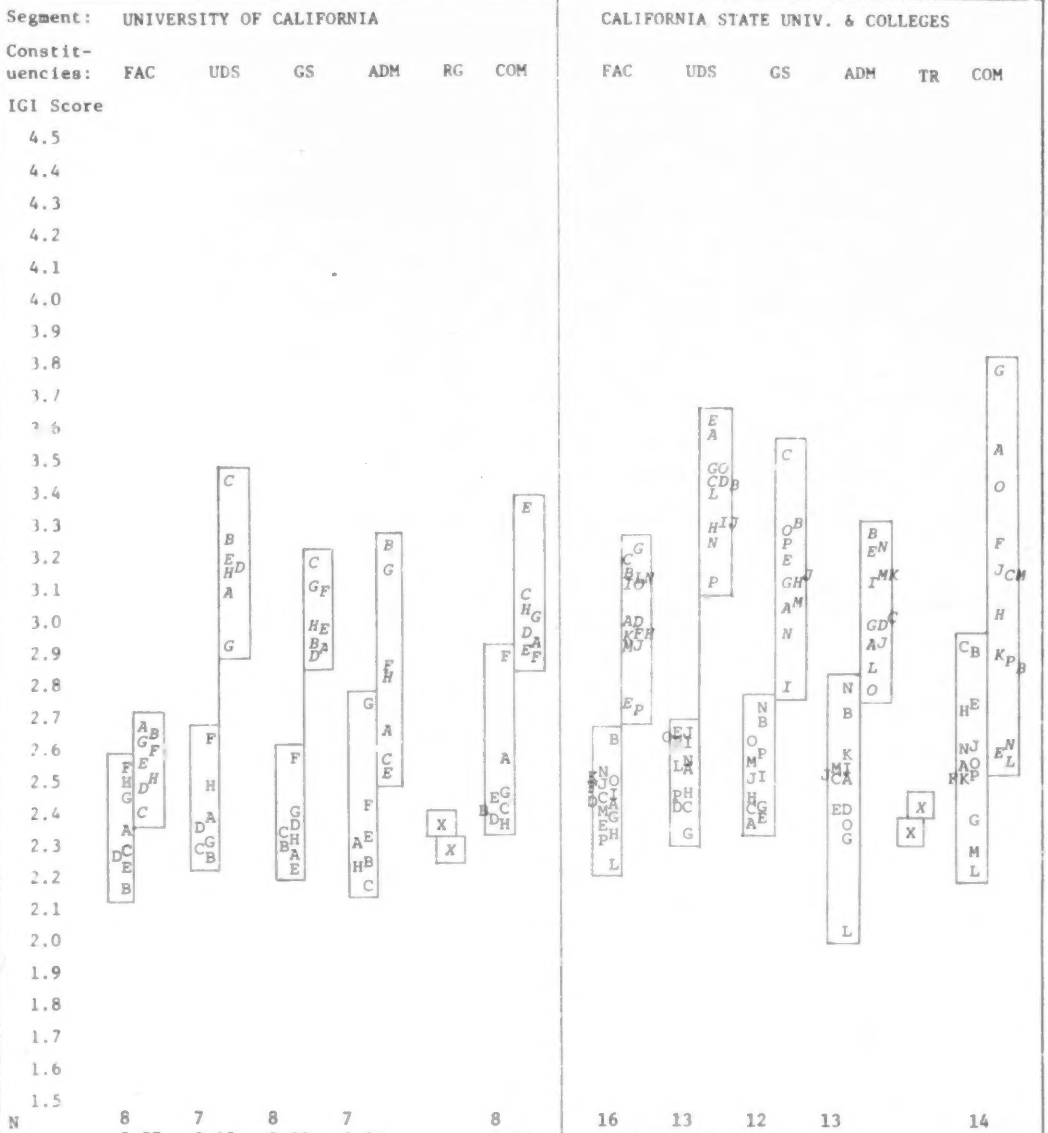
(12) Social Egalitarianism. As here conceived, this goal is also of very recent vintage, owing its existence chiefly to the social movements of the 1960's--the civil rights, womens', and radical student movements, and the general resurgence of populism in America. As a college or university goal, it may be regarded as a reaction against the elitism--the concern to educate youths mainly from upper social and income classes--that has characterized much of American higher education throughout most of its history.

In the IGI, Social Egalitarianism has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of (1) minority groups and (2) women, and offering remedial work in basic skills.

Looking across the "Is" plots for the three public segments (Tables 45 and 46) one sees the expected progression--as codified in the differential admissions standard set by the Master Plan--from UC at the bottom with plots ranging around 2.4, followed very closely by the CSUC system (scores around 2.5), with the community colleges highest (around 3.0). The UC and CSUC campuses are respectively quite homogeneous (SD(I)'s about .10), reflecting in part, but by no means entirely, the rigid admissions policies. In the community colleges, at which the matter of selective admissions does not apply, the wider range of campus plots implies differing campus policies regarding remedial work and, probably to a lesser extent, special programs for minority and women students.

While in the private sector there is substantial diversity, the tendency is for the "Is" plots to be relatively low, reflecting the traditions

Table 45 **Goal Area:** SOCIAL EGALITARIANISM

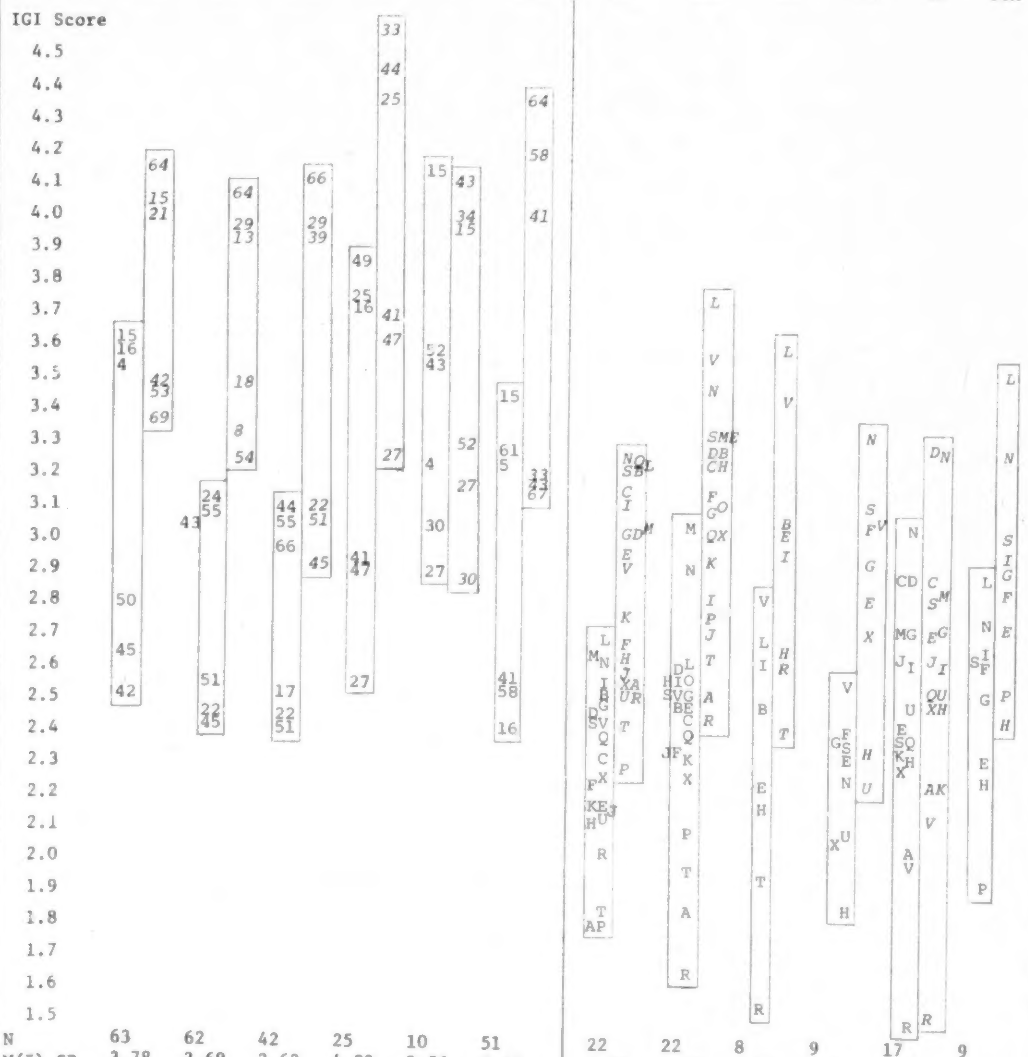


	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	2.57	3.18	3.02	2.85		3.03	2.99	3.42	3.16	3.06		3.09
SD(I) SB	.09	.16	.09	.27		.13	.15	.15	.14	.15		.38
M(I) IS	2.35	2.40	2.36	2.35		2.51	2.47	2.54	2.56	2.49		2.59
SD(I) IS	.10	.10	.10	.19		.14	.10	.10	.11	.18		.21

Individual Respondent as the Unit of Analysis

	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	2.56	3.18	3.03	2.82	2.29	3.02	2.99	3.41	3.19	3.05	2.41	3.13
SD SB	1.09	1.10	1.21	1.05	.79	1.23	1.18	1.16	1.20	1.09	1.04	1.22
M SB wtd.	2.54	3.24	3.05				2.97	3.40	3.12			
SD SB wtd.	1.11	1.10	1.21				1.19	1.14	1.20			
M IS	2.35	2.38	2.37	2.34	2.37	2.50	2.48	2.53	2.53	2.50	2.36	2.61
SD IS	.82	.88	.89	.82	1.09	.94	.87	.92	.91	.84	.69	.95
M IS wtd.	2.32	2.37	2.31				2.47	2.54	2.55			
SD IS wtd.	.84	.87	.87				.87	.93	.91			

Table 46 **Goal Area:** SOCIAL EGALITARIANISM



Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.78	3.69	3.63	4.03	3.56	3.49	2.87	3.10	2.98	2.85	2.60	2.93
SD(I) SB	.16	.16	.21	.22	.37	.23	.30	.33	.37	.33	.42	.32
M(I) IS	3.20	2.80	2.77	3.40	3.43	2.87	2.29	2.41	2.32	2.26	2.45	2.52
SD(I) IS	.22	.16	.15	.24	.32	.19	.26	.30	.40	.21	.37	.27

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	3.77	3.70	3.64	3.98	3.63	3.51	2.84	3.14	3.15	2.82	2.67	2.94
SD SB	.99	1.03	1.11	.82	.97	1.12	1.15	1.21	1.25	1.06	1.19	1.19
M SB wtd.	3.78	3.68	3.66				2.79	3.08	3.13			
SD SB wtd.	.99	1.08	1.10				1.13	1.18	1.30			
M IS	3.23	2.80	2.78	3.39	3.31	2.85	2.29	2.45	2.59	2.27	2.48	2.55
SD IS	.93	.98	1.02	.89	.91	1.00	.98	1.08	1.17	.90	1.02	1.01
M IS wtd.	3.25	2.80	2.80				2.26	2.40	2.37			
SD IS wtd.	.93	1.01	1.02				.94	1.01	1.08			

Table 47 Goal Area: SOCIAL EGALITARIANISM

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										BL
4.2										
4.1										
4.0										
3.9							BL CH			CH
3.8										
3.7										
3.6										U6
3.5							WO			BC
3.4							AS U12			
3.3		WO U12					O12 WH ME			HM
3.2					612		PC		SP	612
3.1		AS		U40	U6 123				U40	
3.0		PC O12 ME		SP	B&A	PC			BA O40 AA	123 RR
2.9					PR	AS				B&A
2.8									GA	PP
2.7				GA	HM O30					O30
2.6	U40 AS			O40 AA	123					
2.5	O40 PC				O30 B&A		O12		AA BA	
2.4		ME	AS		PR HM		U12			
2.3		WO	PC	O40 GA AA	612				GA SP	
2.2				SP						
2.1				U40	U6					
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 48 Goal Area: SOCIAL EGALITARIANISM

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2				GA								
4.1		BL										
4.0		CH		SP AA		BL CH						
3.9								BL				
3.8	AS	WO	WO			U6						
3.7	PC	AS U12 O12	U12	BA	PR							
3.6		PC WH ME	U40 O12			612 HM BC						
3.5			O40 ME			123		CH				
3.4					B&A	B&A WH PP						
3.3	O40					O30						
3.2								WO	PC			612
3.1	U40											
3.0								WH	AS			PR
2.9						HM O30	PC	ME				O30
2.8		WH CH				WH 123 612 BL	AS			U40		B&A
2.7		BL				[illegible] BC				O40		123 HM
2.6						CH			PC		O60	
2.5								WO WH	AS		B&A	
2.4								BL			U40 4-6	
2.3							O40	ME		O40	PR	
2.2							U40	CH				
2.1										U40		
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

of selective admissions and education of (only) certain "kinds" of students that most of these colleges have followed.

"Should Be" scores are not much higher than "Is" scores in the UC and CSUC segments, particularly in the instance of the UC faculty, but also the CSUC faculty and the administrators in both systems. Stronger, though not inordinately strong, beliefs about meeting the new educational needs implied in the Egalitarianism goal come from the students and community people. And it is clear that this is not a high priority goal for the governing boards of either system.

"Is"-"Should Be" gaps are relatively large for the community colleges indicating wide commitment to the open and progressive spirit that has come to be associated with the public two-year college "movement."

While the "Should Be" plots for the private institutions center at a relatively low point--about that of the CSUC campuses--they vary considerably. At some campuses there is fairly strong support for moving in these new directions. At others, especially within their boards of trustees, beliefs are more conservative.

In the analysis of the subgroups, the expected differences by racial group in the student and community groups are quite large. Differences according to level of family income also obtained in these two constituencies, with lower income associated with higher ratings for the Egalitarianism goal. Younger administrators and student personnel administrators tended to rate the goal relatively high also.

(13) Social Criticism/Activism. This is a higher education goal conception that has been put forth only in the past five years or so (e.g., Keniston, 1968). Owing its origin almost entirely to the student protest movement of the 1960's, the central idea of the goal is that the university should be an advocate or instrument for social change. Specifically in the IGI, Social Criticism/Activism means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

Support for the notion of the university as a political instrument probably reached its peak in the spring of 1970 following the American invasion of Cambodia. Since then, as the national political climate has cooled, interest in the concept has dwindled. What, then, in the spring of 1972, is the level of support on California college campuses for Social Criticism/Activism as an institutional goal?

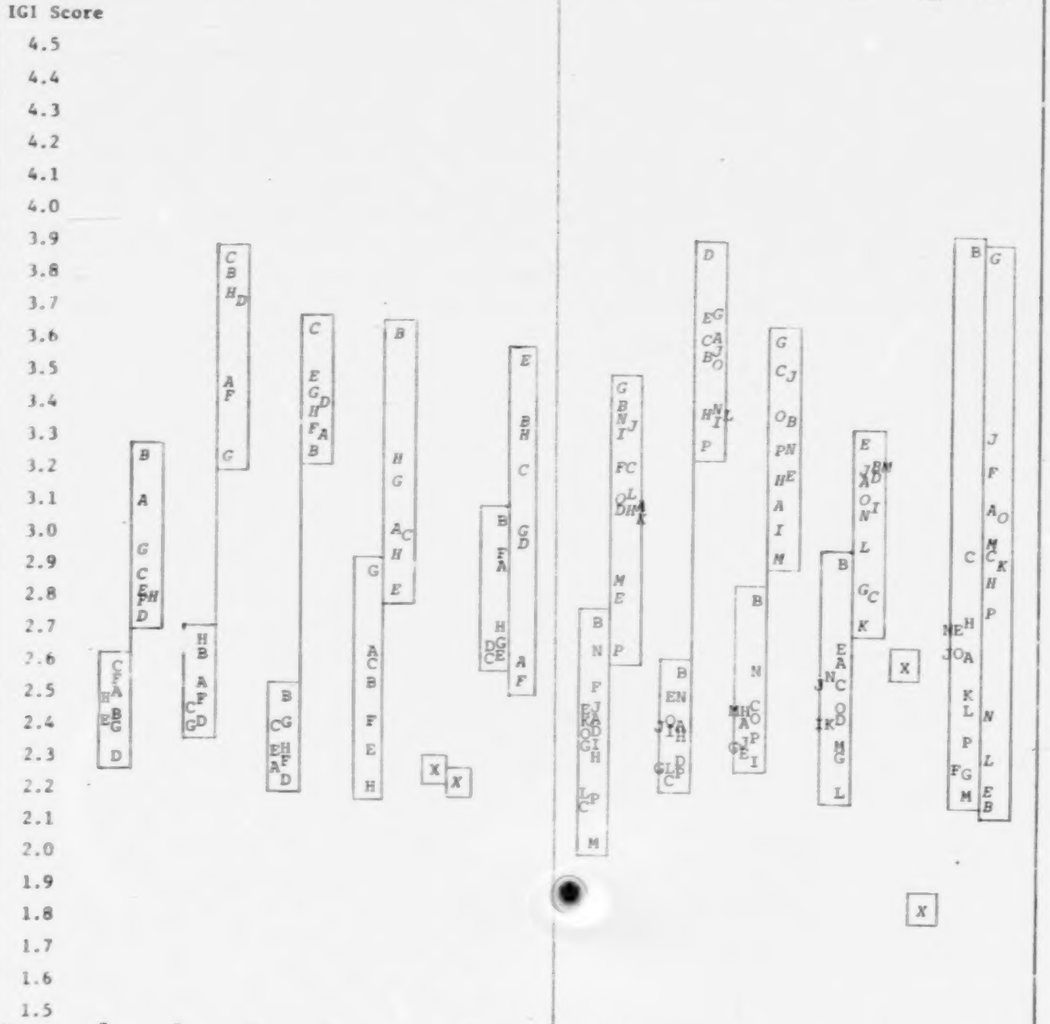
Generally speaking, all constituencies, across all four segments are quite similar in perceiving their institutions as attaching relatively little importance to this kind of goal. Compared to the on-campus people, lay people off campus, except for the community colleges, believe there is somewhat greater allegiance to this goal, although the differences are not large. The UC campuses are the most alike on this dimension, followed by the CSUC and community college campuses, with the private colleges the most diverse.

In general, the "Should Be" ratings for Social Criticism/Activism are higher, though not uniformly so. Undergraduates attach the

Table 49 **Goal Area:** SOCIAL CRITICISM/ACTIVISM

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM | FAC UDS GS ADM TR COM

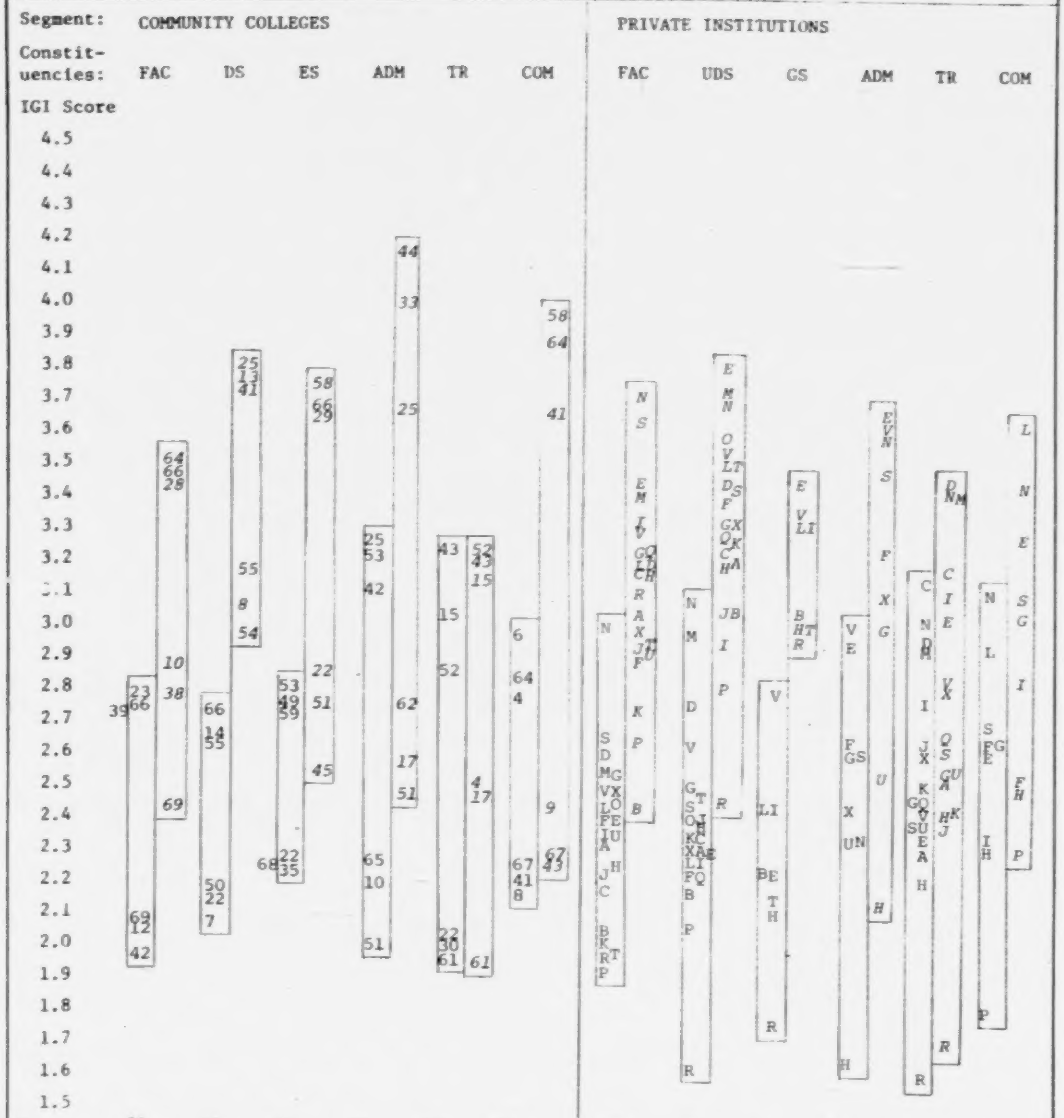


Segment:	UNIVERSITY OF CALIFORNIA						CALIFORNIA STATE UNIV. & COLLEGES					
Constituencies:	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	2.92	3.62	3.41	3.12		3.06	3.16	3.55	3.28	3.11		2.90
SD(I) SB	.15	.21	.12	.24		.34	.21	.16	.19	.17		.45
M(I) IS	2.47	2.51	2.35	2.53		2.79	2.40	2.41	2.46	2.53		2.68
SD(I) IS	.09	.09	.09	.20		.15	.17	.10	.14	.18		.40

Individual Respondent as the Unit of Analysis

	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	2.92	3.59	3.44	3.12	2.26	3.07	3.18	3.55	3.35	3.11	1.87	2.93
SD SB	1.13	1.06	1.16	1.02	.75	1.23	1.16	1.12	1.15	1.07	.73	1.24
M SB wtd.	2.89	3.67	3.49				3.16	3.56	3.28			
SD SB wtd	1.13	1.02	1.14				1.17	1.11	1.17			
M IS	2.48	2.47	2.35	2.54	2.28	2.75	2.42	2.41	2.41	2.55	2.62	2.74
SD IS	.86	.90	.86	.84	1.06	.99	.85	.89	.88	.79	.76	1.11
M IS wtd.	2.48	2.49	2.34				2.41	2.41	2.42			
SD IS wtd.	.86	.90	.89				.85	.90	.88			

Table 50 **Goal Area:** SOCIAL CRITICISM/ACTIVISM



	COMMUNITY COLLEGES FAC	DS	ES	ADM	TR	COM	PRIVATE INSTITUTIONS FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.11	3.45	3.27	3.14	2.72	2.93	3.13	3.33	3.20	3.17	2.82	2.99
SD(I) SB	.19	.18	.26	.38	.39	.35	.30	.31	.19	.50	.44	.43
M(I) IS	2.44	2.44	2.48	2.61	2.51	2.50	2.35	2.40	2.28	2.52	2.55	2.59
SD(I) IS	.18	.14	.15	.32	.43	.18	.26	.31	.28	.37	.36	.35

Individual Respondent as the Unit of Analysis

	COMMUNITY COLLEGES FAC	DS	ES	ADM	TR	COM	PRIVATE INSTITUTIONS FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	343
M SB	3.11	3.48	3.29	3.09	2.67	2.98	3.11	3.35	3.38	3.09	2.80	3.04
SD SB	1.15	1.12	1.21	1.13	1.06	1.23	1.11	1.13	1.19	1.07	1.20	1.17
M SB wtd.	3.11	3.44	3.30				3.10	3.36	3.30			
SD SB wtd.	1.15	1.16	1.22				1.11	1.14	1.21			
M IS	2.46	2.44	2.47	2.58	2.46	2.48	2.37	2.44	2.55	2.49	2.52	2.62
SD IS	.91	.91	.99	.92	.89	.99	.90	.98	1.07	.92	1.00	1.01
M IS wtd.	2.45	2.42	2.48				2.37	2.36	2.31			
SD IS wtd.	.91	.94	1.01				.88	.94	.96			

Table 51 Goal Area: SOCIAL CRITICISM/ACTIVISM

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										BL
4.1										
4.0										
3.9										
3.8							CH BL			CH
3.7		WO								U6
3.6		U12					AS U12			
3.5		O12			U6		WO			
3.4		ME	PC AS	U40	612		WH ME O12			
3.3							PC	AS		
3.2				AA SP				PC	SP	BC
3.1					PR 123					
3.0				GA O40					AA	
2.9	AS PC				HN B&A				GA	HN 612
2.8										123 WH PR
2.7					O30				BA	
2.6		PC		AA O40 GA					———	B&A
2.5	PC AS	ME							O40 AA SP	O30
2.4		AS WO				PC O40 U40 AS	BL PC WH AS CH		U40 GA	
2.3				SP					BA	
2.2				U40						
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 52 Goal Area: SOCIAL CRITICISM/ACTIVISM

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0												
3.9												
3.8		BL				CH		BL				
3.7		CH										
3.6												
3.5		AS WO				BL						
3.4		WH PC	U12 WO U40			U6		WO CH AS WH				612
3.3												
3.2	AS U40		ME	GA SP		612		PC ME				
3.1	O40		O12 O40	AA		BC	U40			O40	U40	PR
3.0	PC			BA			O40					
2.9				———		HM PR				U40	O60 123	O30 B&A 123
2.8				BA	123 U40	WH B&A						
2.7					O60						PR	HM
2.6					PR O30 4-6						4-6 B&A	
2.5	PC			SP GA AA	B&A					O40		
2.4	AS						PC O40	AS WH			O30	
2.3							AS U40	PC CH		U40		
2.2								BL				
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

highest importance to this goal. The samples of off-campus citizens and the various governing boards are the least inclined. Of the on-campus constituencies in the UC segment, the professors show the least commitment to this goal, while the sample of University Regents would prefer no change whatsoever.

The pattern of "Should Be" scores for the CSUC campuses is much like the UC pattern, although the CSUC faculties fall relatively higher--higher (even) on the average than the UC faculties. There are striking individual campus plots:[24] the gap between campus D's faculty and undergraduates; campus E's administrators and undergraduates in an otherwise conservative community; the almost unbelieveable reversal for campus B's community sample (suggesting a town-gown imbroglio of no small magnitude); finally, the sample of CSUC Trustees, contrary to the trend for all the other constituencies in the segment, wants a de-escalation of this kind of concern from the presently perceived level.

"Should Be" scores for the community colleges are unexpectedly high.[25] The trustees score the lowest, lower even on the average than the community samples.

The pattern of "Should Be" plots for the private institutions is flatter, with the gap between students and professors smaller than in the public segments. As with the community colleges, it is the trustees who are the most disinclined toward Social Criticism/Activism as an institutional goal (though not so reluctant as the community college trustees).

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[24] Which, because of frequent sampling difficulties, must be interpreted with caution.

[25] The three highest administrator and community samples (plotted) are deceptive. The average administrator "Should Be" means, at the bottom of the table, are about the same as the faculty's, and the averages for the community people are lower still.

Among the subgroups of respondents, there were numerous inconsistencies from one segment to another. Minority and women students, students in the arts and sciences, and those from nonaffluent families tended to rate this goal relatively high. Difference by faculty age failed to occur in any consistent way. Age differentiated administrators on the UC campuses but not elsewhere, as did administrator role only on the CSUC campuses. While the community college trustees varied rather little on the demographic variables considered, the differences among the private institution trustees were sizeable, particularly by income level. The off-campus community samples associated with each segment, however, were quite consistently divided, with minority, less affluent, and blue collar (and professional) people fairly consistently rating Social Criticism/Activism as a college goal higher than their white, affluent, business counterparts.

The Campus Climate for Learning

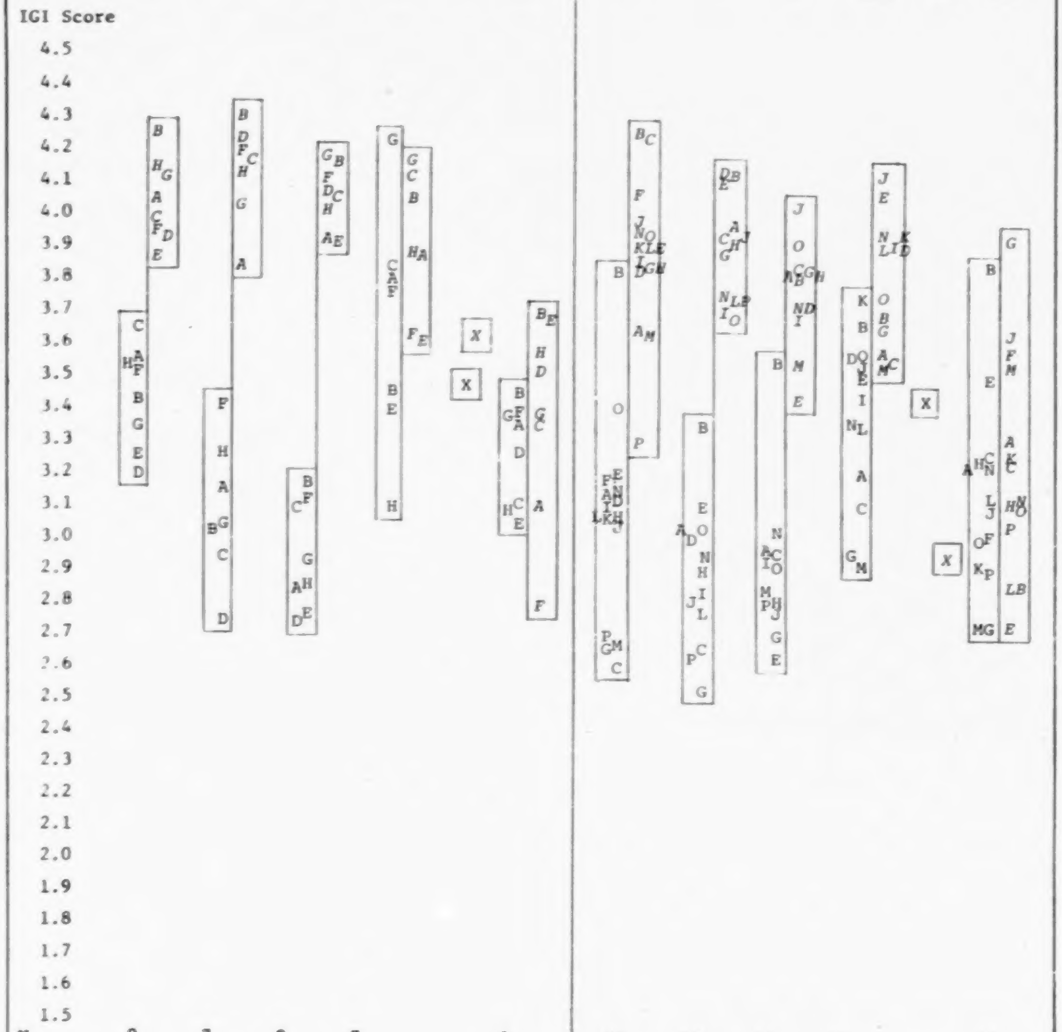
(14) Freedom. Some of the standard dictionary definitions include: civil liberty, as opposed to subjection to an arbitrary or despotic government; exemption from external control, interference, regulation, etc.; personal liberty, as opposed to bondage or slavery; autonomy; relative self-determination.

Freedom, as an institutional goal bearing upon the climate for and process of learning, is seen as relating to all the above definitions. It embraces both "academic freedom" and "personal freedom," although these distinctions are not always easy to draw. Specifically in the IGI, Freedom is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles.

Considering first the UC campuses in Table 53, one notes that their "Is" plots are generally the highest and most homogeneous of the four segments. The "Is" understandings of the students, perhaps naturally, are the lowest; those of the administrators, highest (most idealized). The "Should Be" beliefs of the on-campus constituencies are uniformly high--the highest and easily most homogeneous (except for the community samples) of the four segments. The Regents stand just below the on-campus groups, but at the top of the off-campus citizen samples, which, significantly, range well down from the campus constituent groups. Citizens-in-general, place a lower value on Freedom as an institutional goal than citizen-academics do.

Table 53 **Goal Area:** FREEDOM

Segment:	UNIVERSITY OF CALIFORNIA						CALIFORNIA STATE UNIV. & COLLEGES					
Constituencies:	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM



	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	4.06	4.12	4.06	3.92		3.35	3.88	3.90	3.76	3.82		3.25
SD(I) SB	.12	.13	.10	.19		.30	.22	.16	.16	.19		.32
M(I) IS	3.44	3.08	2.93	3.66		3.25	3.07	2.91	2.92	3.38		3.15
SD(I) IS	.15	.20	.16	.35		.13	.29	.21	.24	.25		.29

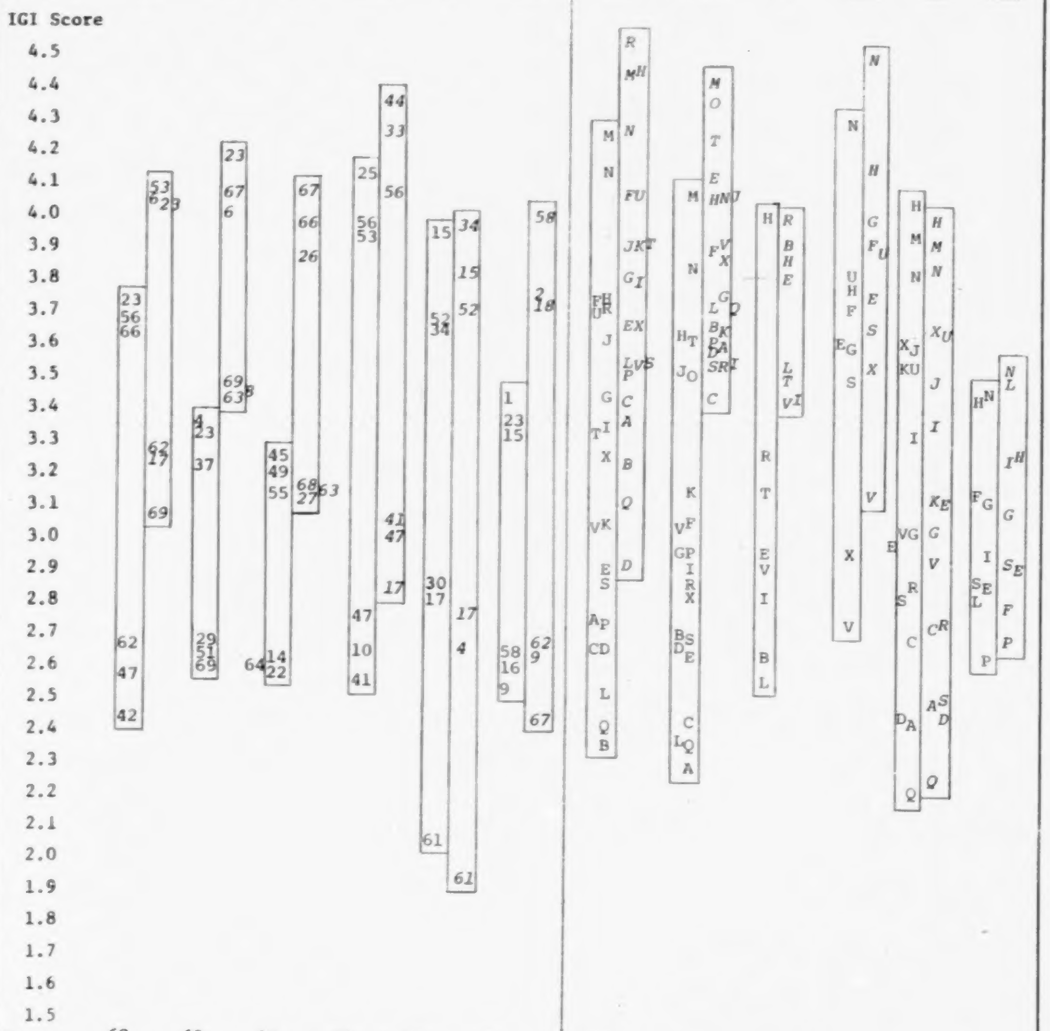
Individual Respondent as the Unit of Analysis

	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	4.04	4.11	4.06	3.94	3.62	3.37	3.89	3.90	3.79	3.81	2.94	3.26
SD SB	.97	.89	.99	.96	1.05	1.20	1.08	1.10	1.11	1.06	.96	1.22
M SB wtd.	3.98	4.10	4.01				3.85	3.90	3.79			
SD SB wtd.	.99	.87	1.04				1.11	1.09	1.12			
M IS	3.46	3.01	2.93	3.67	3.46	3.26	3.09	2.88	2.85	3.38	3.43	3.14
SD IS	.98	.97	.96	1.01	1.27	.98	1.00	1.03	.99	.97	.77	1.06
M IS wtd.	3.43	3.01	2.89				3.07	2.91	2.87			
SD IS wtd.	1.00	.97	.98				.98	1.02	.97			

Table 54 **Goal Area: FREEDOM**

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS

Constituencies: FAC DS ES ADM TR COM | FAC UDS GS ADM TR COM



	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.73	3.77	3.51	3.61	3.14	3.22	3.77	3.84	3.69	3.85	3.12	3.13
SD(I) SB	.18	.15	.21	.36	.58	.29	.42	.27	.23	.36	.55	.28
M(I) IS	3.16	2.96	2.94	3.32	3.19	2.99	3.20	3.01	3.04	3.56	3.16	3.05
SD(I) IS	.26	.18	.13	.38	.55	.21	.53	.47	.42	.44	.54	.27

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	3.73	3.79	3.55	3.59	3.35	3.29	3.71	3.84	3.83	3.70	3.09	3.15
SD SB	1.08	1.11	1.23	1.09	1.04	1.24	1.09	1.07	1.15	1.03	1.15	1.16
M SB wtd.	3.73	3.75	3.53				3.81	3.90	3.69			
SD SB wtd.	1.09	1.16	1.24				1.07	1.01	1.11			
M IS	3.18	2.96	2.93	3.34	3.33	2.98	3.19	3.01	3.27	3.41	3.11	3.04
SD IS	1.01	1.03	1.06	1.01	.95	1.03	1.07	1.14	1.19	1.02	1.05	1.00
M IS wtd.	3.18	2.95	2.93				3.30	2.99	2.96			
SD IS wtd	1.00	1.07	1.05				1.05	1.09	1.12			

Table 55 Goal Area: FREEDOM

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2		WO								
4.1	U40	AS	AS	U40		U40				
4.0	AS	ME		SP		AS	WO AS O12			
3.9	040	PC	PC	GA AA	U6			AS	GA	
3.8				040			U12 ME		AA	U6 BL CH
3.7	PC			040		040	PC			
3.6	040					PC		PC	SP	
3.5	PC			U40	612 PR HM 123				GA	
3.4	AS								040	HM BC
3.3	U40								AA SP BA	612 112
3.2									U40	WH PR
3.1					030	040 PC				WH
3.0						AS U40			BA	B&A
2.9					B&A					030 BL
2.8										
2.7										
2.6										
2.5										CH
2.4										
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 56 Goal Area: FREEDOM

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0												
3.9		AS					U40	WO AS O12	AS			
3.8	AS U40			GA		CH	AS	AS PC ME U12				
3.7		PC		SP								
3.6	O40		WO U40 U12	AA		U6 BL			PC			
3.5	PC		ME O12				O40		AS			
3.4				BA	U40 123 O6C O30 4-6	612	PC			O40		612
3.3	O40 PC					BC PR				U40	U40 123	
3.2						HM WH 123	AS				B&A O60 O30	PR HM O30 123
3.1	AS U40		O40			B&A		WO			PR	B&A
3.0		WH CH					PC	WH ME CH	PC		4-6	
2.9						O30						
2.8		BL										
2.7												
2.6								BL				
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

Much the same patterns hold also for the CSUC campuses, although as a system the component institutions are somewhat more diverse on this dimension (in terms of both "Is" and "Should Be") than the UC campuses. Individual campus plots are (by now) understandable: campus B stands apart in the eyes of all beholders, and the local citizenry are not pleased by its distinctiveness; campus C has had an "academic freedom" kind of difficulty running over several years now (its citizen sample, interestingly, clearly supports Freedom); the Polytechnics (P and M) tend to be low on both "Is" and "Should Be." Citizen samples E and L, both in politically conservative southern California counties, would prefer to have campus freedoms curtailed somewhat. Finally, and perhaps most important for the vitality of the system,[26] the sample of trustees would also prefer, throughout the system, that a lower importance be attached to Freedom.

Both the community college and private institution constituencies follow the same "Is" pattern of low student and high administrator scores. The trustees in both segments also have relative high "Is" scores--that is, they see more "freedom" on their campuses than do the students and faculty.[27] "Should Be" beliefs are much higher than "Is" perceptions for the on-campus groups, especially the students, in both segments; trustee "Should Be" scores are the same or slightly lower, suggesting, if anything, that there should be no further extension of campus freedoms.

The private institution plots, as would be expected, are by far the most diverse of the four segments. Independent colleges and art schools are ranged at the top; Protestant controlled colleges are over-represented at the bottom. "Is" - "Should Be" gaps for the undergraduates tend to be especially large. Town-gown "misunderstandings" regarding freedoms on the campus ("permissiveness") appear likely for campuses P, F, and E.

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[26] We make the working assumption that relative freedom is a necessary condition for optimum learning and personal growth.

[27] CC campus 61's trustees are an extreme case.

As regards the subgroups, faculty and students in the arts and sciences attach greater importance to campus Freedom than do their peers in professional and career fields. Compared to older faculty, younger ones give higher "Should Be" ratings, and lower "Is" judgments. Women students assign a somewhat higher rating to Freedom than do men. Business administrators rate this goal lower than the other types of administrators. Differences among subgroups of trustees of both the community and private colleges are surprisingly small, with only slight indications of stronger support for the Freedom goal from younger and less affluent trustees. Differences among subgroups of community people, on the other hand, are sharper: beliefs about the importance of campus Freedom are related to race, income, and occupation, with people in business and administrative fields and people with wealth (030--incomes over $30,000) generally being the least supportive of campus freedoms.

(15) Democratic Governance. The central notion of this goal, as here conceived, is the opportunity for participation--participation in the decisions that affect one's working and learning life. Colleges and universities in American have probably varied a good deal in the degree to which their governance has been participatory, depending on factors such as nature of external control (e.g., sectarian), curricular

emphases, and personalities of presidents and other campus leaders. Most all institutions, one surmises, as they expanded during the 1950's and 1960's, experienced a diminution in participatory governance. A reaction set in the late 1960's, spurred chiefly by student activists.

As defined in the IGI, Democratic Governance means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.

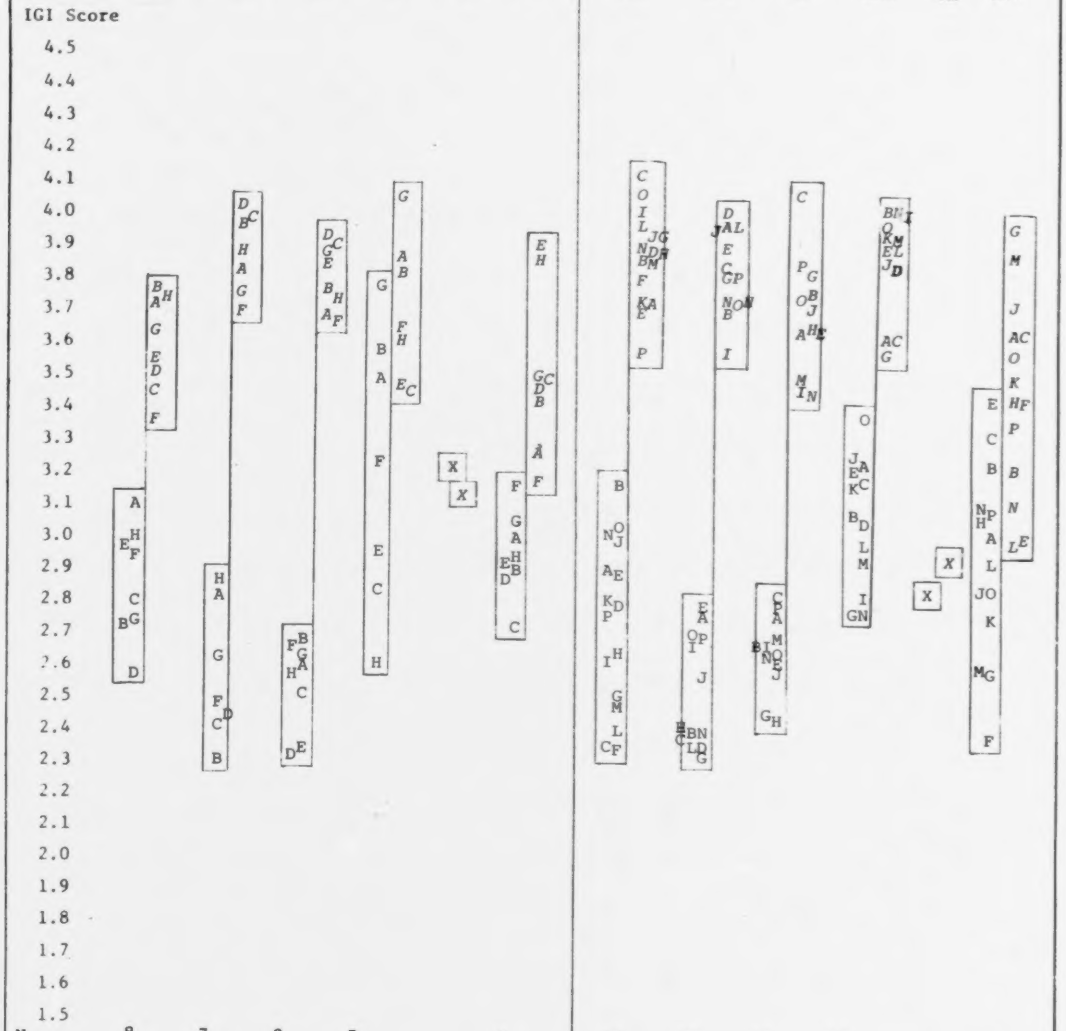
Generally, across all the segment constituent groups--including the off-campus community samples, there is the belief that campus governance should be more participatory. The margin of difference between "Is" perception and "Should Be" opinions varies, to be sure, from one constituency to another: recording relatively low "Is" scores, the gap for the students is the largest; faculty and administrators follow (the latter having relatively high "Is" scores); then the community samples; then finally the members of the governing boards, with small margins (on the order of .2 of a score point) in favor of greater participation in the case of the community and private college trustees, the same by an even smaller margin for the CSUC Board of Trustees, the opposite-"Should Be" lower than "Is" by a similarly small (and statistically insignificant) margin--for the UC Regents sample.

The general context of beliefs about democracy in California campus governance now sketched in, what about some of the exceptions and

Table 57 **Goal Area:** DEMOCRATIC GOVERNANCE

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM | FAC UDS GS ADM TR COM

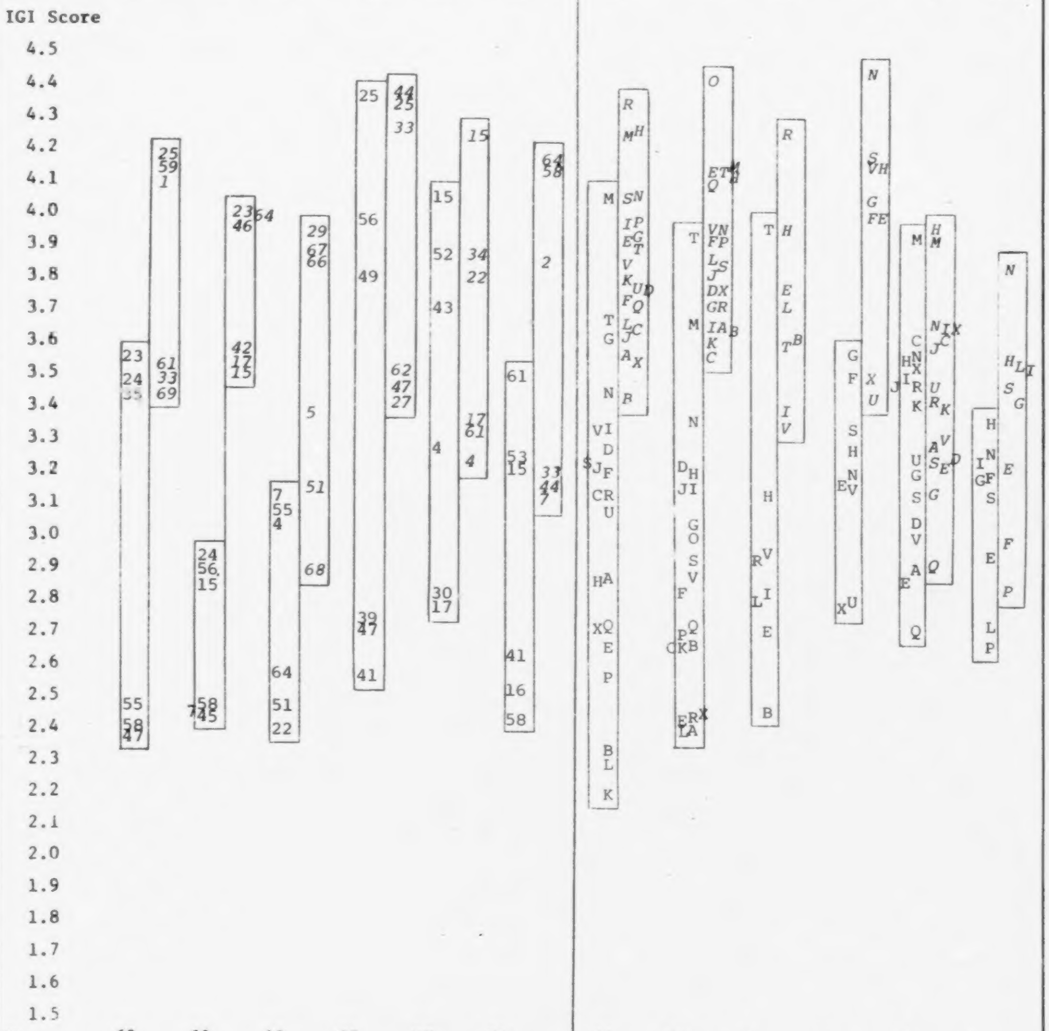


	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.60	3.89	3.82	3.71		3.52	3.88	3.83	3.68	3.86		3.47
SD(I) SB	.14	.13	.09	.21		.25	.13	.13	.13	.15		.29
M(I) IS	2.85	2.58	2.54	3.07		2.96	2.76	2.56	2.65	3.08		2.96
SD(I) IS	.16	.19	.12	.42		.13	.25	.15	.11	.19		.28
Individual Respondent as the Unit of Analysis												
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.58	3.90	3.83	3.71	3.14	3.51	3.87	3.82	3.72	3.86	2.94	3.49
SD SB	1.02	.86	.93	.92	1.09	1.06	.98	.97	.99	.87	.88	1.02
M SB wtd.	3.55	3.93	3.86				3.87	3.82	3.65			
SD SB wtd.	1.04	.83	.94				.99	.93	1.01			
M IS	2.85	2.55	2.52	3.07	3.27	2.94	2.78	2.53	2.60	3.09	2.86	2.97
SD IS	.91	.88	.85	.92	1.04	.92	.96	.90	.89	.94	.65	.93
M IS wtd.	2.88	2.55	2.47				2.77	2.58	2.62			
SD IS wtd.	.90	.88	.85				.96	.89	.88			

Table 58 **Goal Area:** DEMOCRATIC GOVERNANCE

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS

Constituencies: FAC DS ES ADM TR COM | FAC UDS GS ADM TR COM



Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.92	3.76	3.61	3.89	3.64	3.48	3.86	3.89	3.72	3.99	3.46	3.39
SD(I) SB	.15	.12	.18	.26	.30	.20	.23	.21	.28	.30	.28	.30
M(I) IS	2.92	2.71	2.84	3.32	3.45	2.96	3.00	2.86	3.84	3.20	3.30	3.08
SD(I) IS	.28	.12	.14	.40	.39	.20	.44	.33	.18	.25	.32	.22
Individual Respondent as the Unit of Analysis												
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	3.92	3.76	3.62	3.88	3.66	3.51	3.79	3.87	3.76	3.91	3.41	3.43
SD SB	.93	.96	1.02	.91	.92	1.04	.94	.91	1.06	.89	.98	1.02
M SB wtd.	3.91	3.72	3.61				3.79	3.90	3.75			
SD SB wtd.	.93	1.02	1.03				.96	.90	.99			
M IS	2.95	2.72	2.83	3.35	3.40	2.94	3.03	2.88	3.03	3.18	3.23	3.09
SD IS	.97	.92	.95	.94	.92	.93	1.03	1.01	1.06	.98	.88	.92
M IS wtd.	2.92	2.69	2.84				3.02	2.78	2.81			
SD IS wtd.	.97	.96	.96				1.02	.98	.98			

Table 59 Goal Area: DEMOCRATIC GOVERNANCE

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										BL
4.1										
4.0		WO		SP			BL			CH
3.9		PC				U40 AS	WO AS CH		SP	
3.8		AS ME		U40	U6 612	040 PC	WH		BA GA	U6
3.7				GA			ME PC		AA	
3.6	U40			040	PR 123					HM BC
3.5	AS 040			AA	HM					612
3.4	PC									123 WH PR
3.3					B&A					B&A
3.2				GA	030 ———				GA AA	030 ———
3.1				040	PR 123				040	
3.0	PC 040								BA	030 BL
2.9				AA SP	030 HM B&A	PC 040			U40	WH 123 612
2.8	AS									U6
2.7					612	AS			SP	
2.6	U40	PC U12		U40		U40	PC 012	PC		
2.5		AS 012			U6			AS		CH
2.4							AS U12			
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 60 Goal Area: DEMOCRATIC GOVERNANCE

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1				SP								
4.0	AS			GA								
3.9		CH BL			060	CH BL		WO 012		040		
3.8	PC	AS WH		AA	U40	U6	U40 AS	AS	AS	U40		
3.7		PC	WO U12		060 PR 123		040	PC U12			U40	HM 612
3.6			U40	BA	4-6 030	612	PC	ME	PC		060	
3.5			012 ME	———	030 B&A PR	HM BC PR					123 BA&	PR
3.4			040	SP BA GA	4-6	123 WH B&A					123 U40	123 030
3.3				AA	123 B&A	030					060 B&A 030 4-6	B&A ———
3.2					U40					040	030 PR PR	HM 612
3.1	PC						040		AS		4-6	B&A 030
3.0	040					030						PR 123
2.9			040			WH 123	U40	WO 012 WH	PC	U40		
2.8	AS U40		U40			612 BL U6		CH U12				
2.7		PC				CH		ME BL				
2.6		AS										
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

patterns for specific institutions? In Table 57, one notes the relatively low "Should Be" scores for the UC professors--the lowest of any of the on-campus constituencies (students, faculty, administrators) in the four segments. Reasons? One, probably, is that participating in governance (going to those "never ending committee meetings") means time taken away from activities more pertinent to the interests of these professors. As for specific campuses, the relatively high "Is" scores for campus A are reasonable, given the efforts there in the past two years to expand participation. The "Is" - "Should Be" gaps for the undergraduate samples at campuses B, C, and D are especially large. The administrators at campus G judging from these data, appear to be in a somewhat marginal position.

Among the State Universities and Colleges, the campus "Should Be" plots are uniformly high, except for the community samples. "Is" plots are less homogeneous, with some of the low scores--for colleges F and G, for example--probably in part the residue of internal conflicts of the past four years. The reality of campus governance differs considerably for faculty and students in campus B. The high "Should Be" scores for the campus groups together with the low score from its community sample suggest town-gown misunderstandings for campus L. Community sample E, true to form, reverses from the highest "Is" rating to nearly the lowest "Should Be." The lowest "Should Be" rating for Democratic Governance, throughout the system, comes from the system's trustees.

"Is" perceptions of democracy in campus governance at the community colleges are quite high. That is, faculty, students and staff at these usually smaller institutions typically regard governance at their institutions to be more participatory than do people, typically, at either the UC or CSUC campuses. The relatively large "Should Be" standard deviation for the trustees (SD(I) SB of .30) indicates that community college governing boards around the state vary a good deal, however, (more than, say, faculty or student bodies) in how they feel about participation in college governance. The level of support from off-campus citizens for Democratic Governance at the community colleges, supported in part by the taxes of those same citizens, is impressive; community people "Should Be" scores are essentially the same in the UC, CSUC and CC segments.

The private institutions, taken together, are the most hetereogeneous of the four segments on this dimension as they are on most of the others. What is apparently the most democratically governed institution in the state (participating in the study), campus M, is a private (independent) college. On the other hand, some of the lowest "Is" plots for this goal are also on the right side of Table 58. Generalizations don't work; Catholic, Protestant, and art schools fall near both the top and the bottom of the constituent arrays.

What about the administrators' "Is" ratings? Why (in the public sector) are their scores so much higher than the other constituencies on their campuses? Do administrators more or less "instinctively" "present" their institution in a more favorable (more idealized) light than others on the campus (CC trustees excepted)? Do they "really" understand the "reality" of governance and decision-making on their campuses differently from faculty and students? Are their good[28] motives distorting their perceptions?

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[28] As a "process" goal, our assumption, most simply, is that participatory governance contributes to the morale (broadly defined) of faculty and students, and thereby to effective teaching and learning.

There may be a clue in the subgroup breakdowns in Tables 59 and 60. Age is a factor; in three of the four segments, older administrators gave relatively high "Is" responses. The reasons why, however, are again not clear.

As regards "Should Be" beliefs about the importance of *Democratic Governance*, differences among subgroups of on-campus people are generally small. Age is not a reliable distinguishing factor. Faculty and students in the arts and sciences, women and minority students, and student personnel administrators, all by small margins of difference, see relative value in participatory campus governance.

Differences among subgroups of *off-campus* people are generally larger and more consistent. Thus it is interesting that relatively affluent citizens regard existing governance arrangements on "their" campuses as more democratic than do less affluent citizens; when it comes to the "Should Be" of campus governance, the pattern is consistently the reverse, with affluence associated with relatively *weak* beliefs about the importance of participatory campus governance.

(16) *Community*. While community in some sense has perhaps always characterized most academic organizations, especially small ones, the more modern concept of community has risen in only the past decade in reaction to the realities of mass higher education, the "multiversity," and the factionalism and individual self-interest within the university. In the IGI, *Community* is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

How can anyone possibly disagree, the reader will say, with Community as a institutional (process[29]) goal? And indeed almost nobody does; there is only a handful of "Should Be" plots throughout the four tables falling below 4.0; a sense of the campus as a community is universally desired. Notably, the faculties, who might seem to be the most inclined toward factional and individual (e.g., career) self-interest, are generally surpassed only by the administrators in the ratings given this goal as a campus ideal.

Compared to the "Should Be" beliefs, the "Is" plots are a good bit more diverse; people on some campuses sense a greater spirit of community. Within the UC segment, for example, campus D is consistently half a score point below campuses A and F--even in the eyes of the off-campus community samples.[30] The relatively low scores of the graduate student samples--the lowest in the two tables--may be indicative of the often difficult (exploitative, cut-throat competitive, depression-inducing) condition of these students that critics of graduate schooling are increasingly calling attention to. The regents seem out of touch with the apparent realities of community on their campuses.

Present ("Is") perceptions of Community are the lowest, generally, among the State Universities and Colleges, especially their faculties. Differences among campuses, at least as far as the faculties are concerned,

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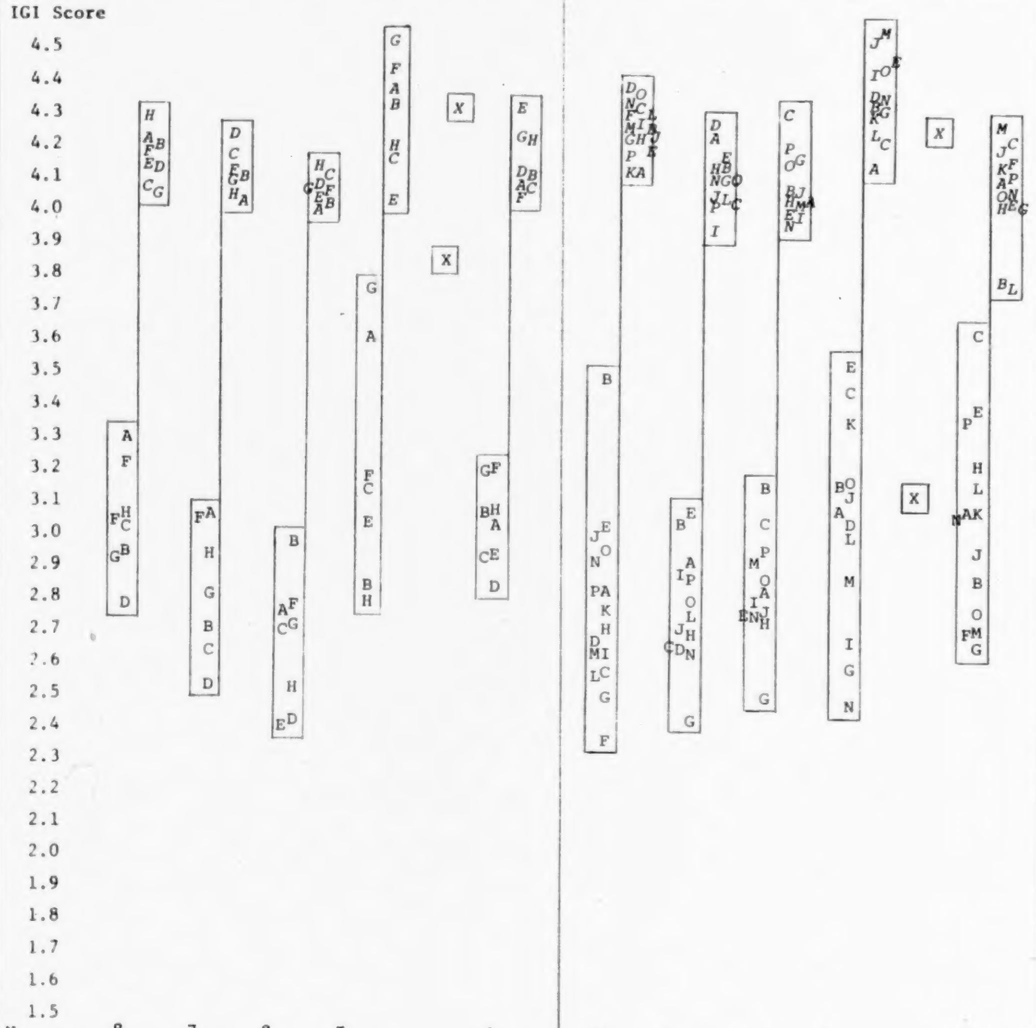
[29] A sense of community makes for good morale, which contributes to maximum realization of outcome.

[30] Campus D's undergraduates see the least community on their campus, and they want it more (by a small margin) than any of the other undergraduate student bodies. A recent history of inept campus planning and violent civil strife has seemingly left its mark.

Table 61 **Goal Area:** COMMUNITY

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

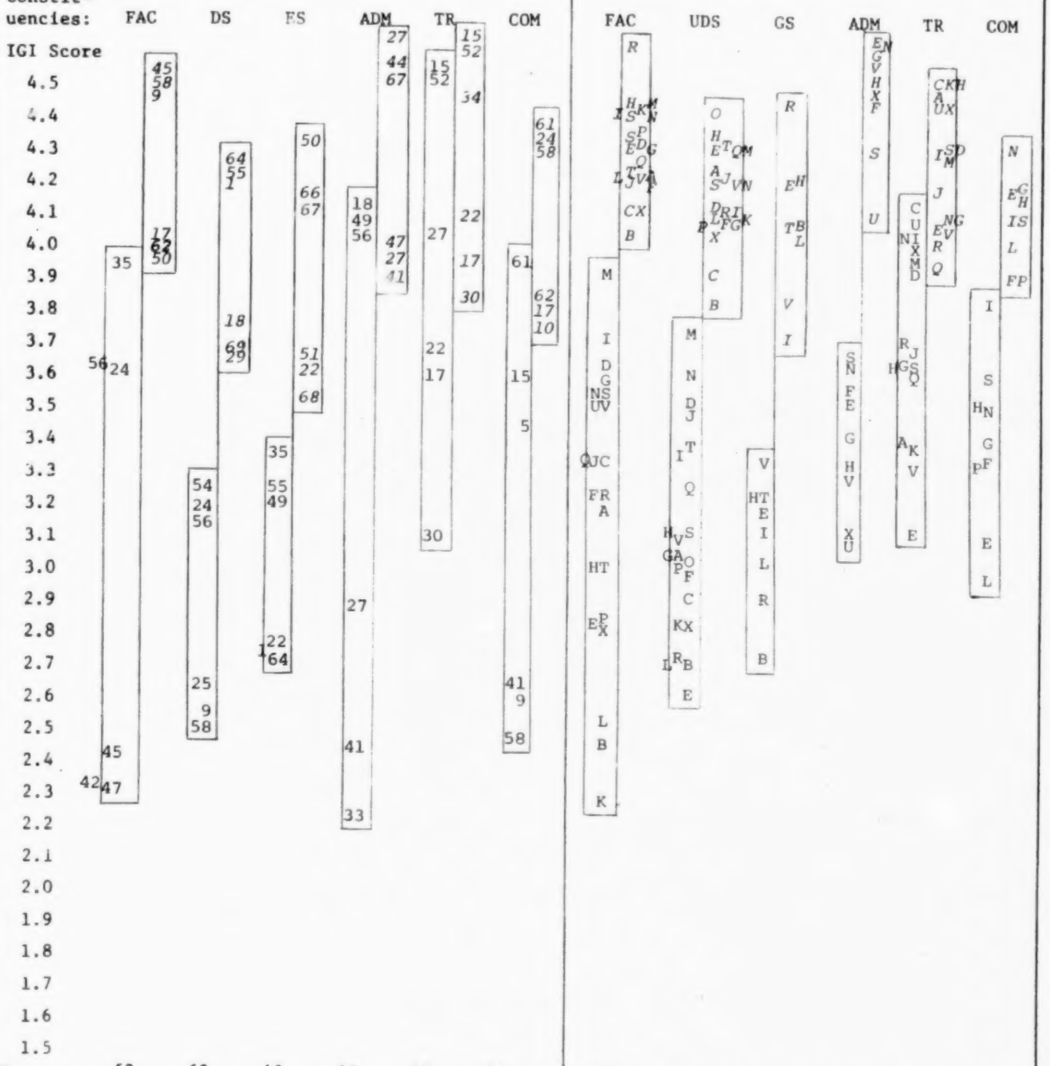
Constituencies: FAC UDS GS ADM RG COM | FAC UDS GS ADM TR COM



Segment	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	4.16	4.13	4.09	4.30		4.17	4.26	4.11	4.06	4.35		4.08
SD(I) SB	.06	.06	.04	.16		.10	.08	.08	.08	.11		.15
M(I) IS	3.04	2.83	2.68	3.21		3.04	2.79	2.78	2.82	3.05		3.05
SD(I) IS	.15	.18	.18	.35		.14	.26	.18	.16	.30		.28
Individual Respondent as the Unit of Analysis												
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	4.15	4.14	4.09	4.28	4.31	4.17	4.26	4.11	4.09	4.36	4.28	4.07
SD SB	.81	.77	.81	.68	.43	.79	.76	.82	.82	.70	.64	.81
M SB wtd.	4.14	4.14	4.09				4.27	4.11	4.05			
SD SB wtd.	.81	.76	.83				.77	.83	.83			
M IS	3.04	2.77	2.67	3.22	3.85	3.04	2.82	2.74	2.74	3.04	3.11	3.03
SD IS	.91	.91	.89	.91	.78	.87	.96	.95	.90	.92	.67	.93
M IS wtd.	3.04	2.78	2.60				2.77	2.77	2.78			
SD IS wtd.	.90	.91	.89				.95	.93	.87			

Table 62 **Goal Area:** COMMUNITY

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS



	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	4.29	3.97	3.96	4.37	4.27	4.03	4.33	4.20	4.11	4.51	4.31	4.14
SD(I) SB	.12	.12	.13	.20	.29	.12	.15	.14	.22	.17	.20	.13
M(I) IS	3.04	2.92	3.02	3.44	3.94	3.15	3.22	3.11	3.11	3.42	3.76	3.42
SD(I) IS	.33	.16	.14	.45	.41	.24	.42	.30	.19	.20	.30	.24

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	343
M SB	4.30	3.98	3.94	4.36	4.28	4.03	4.29	4.18	4.12	4.47	4.27	4.15
SD SB	.73	.88	.92	.66	.67	.86	.73	.78	.88	.64	.70	.75
M SB wtd.	4.29	3.95	3.94				4.28	4.19	4.14			
SD SB wtd.	.73	.95	.94				.74	.75	.80			
M IS	3.09	2.91	3.01	3.47	3.77	3.13	3.23	3.14	3.29	3.41	3.73	3.45
SD IS	1.00	.94	.95	.94	.88	.95	1.04	1.04	1.05	1.03	.85	.89
M IS wtd.	3.05	2.90	3.01				3.19	3.04	3.13			
SD IS wtd.	.99	.98	.96				1.02	.99	1.03			

Table 63 Goal Area: COMMUNITY

IGI Score	UNIVERSITY OF CALIFORNIA FAC	UDS	GS	ADM	COM	CALIFORNIA STATE UNIV. & COLLEGES FAC	UDS	GS	ADM	COM
4.5				*SP*						
4.4					*HM*				*GA* *BA*	
4.3							*BL*		*O40* *AA*	*BL* *CH*
4.2	*O40*	*PC* *WO* *AS*		*GA*	*PR*		*WO* *AS* *ME*		*U40* *SP*	*HM*
4.1	*AS* *U40* *PC*			*AA*			*WH* *CH*			*B&A* *WH*
4.0		*ME*			*B&A*		*PC*			*PR* *BC*
3.9										
3.8										
3.7										
3.6										
3.5										
3.4										
3.3				O40						O30
3.2	PC O40			GA	HM					
3.1				SP	PR				GA O40	BL
3.0	AS			AA	B&A				AA	WH 123
2.9		PC		U40		O40 PC			U40	612
2.8	U40					AS		PC	BA SP	U6
2.7		AS				O40		AS		
2.6										
2.5										CH
2.4										
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 64 Goal Area: COMMUNITY

IGI Score	COMMUNITY COLLEGES FAC	DS	ES	ADM	TR	COM	PRIVATE INSTITUTIONS FAC	UDS	GS	ADM	TR	COM
4.5				*GA*						*O40*		
4.4				*AA* *SP*	*PR* *O60*							
4.3	*AS*				*U40*		*AS*	*WO*		*U40*	*123*	*HM*
4.2	*PC*				*B&A*	*BL*	*PC*	*AS* *WH*			*O30*	*612* *PR* *O30*
4.1		*BL* *WO*		*BA*	*4-6*	*CH* *HM*		*ME* *BL*	*AS*			*123* *B&A*
4.0		*CH* *WH*	*WO*		O60	*PR* *B&A* *WH*		*PC* *CH*	*PC*			
3.9		*ME*				*BC*						
3.8			*ME*		PR O30 B&A						O60 U40	
3.7					4-6 123						B&A	HM
3.6				SP							4-6 PR	
3.5				GA	U40					O40		B&A 612
3.4				AA BA								O30 123
3.3						O30	O40					PR
3.2	PC		O40			HM B&A	AS PC	AS				
3.1	O40					WH 123 612 PR	U40	WH		U40		
3.0	AS U40	O12						PC				
2.9		WH U12	U40			U6 BL BC		CH				
2.8		CH BL				CH						
2.7												
2.6								BL				
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

are even greater than for the UC campuses. Thus campus B is generally seen on the campus as having a spirit of community; campuses G and F are seen as not having it, even by off-campus people.

The community college and private institution results are fairly similar to each other in both "Is" mean scores and standard deviations. The latter are larger than the SD's for either the UC or CSUC systems, indicating a greater variability in perceived campus community at the two-year and private colleges. CC campuses 35 and 56, and PI campuses M and I, for example, stand above any of the UC or CSUC campuses on this dimension. On the other hand, several others rank with or below the lowest CSUC campuses, depending on constituent group. Administrator "Is" scores tend to be relatively high in both sectors,[31] and trustee scores are very high--inconsistent indeed with the other constituencies.

About the only possible generalization about kinds of private colleges and perceptions of community is that relative high ("Is") scores obtained at relatively small colleges. M and I are small independent and Catholic colleges respectively; campuses K,[32] E,[33] and X are larger (Roman Catholic) institutions; L is Protestant; B is a commuter business and law school. One notes "understanding gaps" between the trustees and the rest of the campus at institution X, between trustees and undergraduates at C, and between trustees and administrators at campus U.

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[31] CC 41 and 33's administrators are exceptionally low.

[32] K has been torn by a serious internal personnel conflict for the past year. Campus X has had a somewhat similar difficulty, which has broken into the open only in the time since this survey was conducted.

[33] Institution E is quite large, and mostly commuter.

Of the several factors used in forming subgroups, age seems to be the dimension on which differences in presently-perceived community are most consistent: younger people--faculty, community college evening students, administrators, and trustees,[34] all see less of a spirit of community on their campuses than do their older peers. Among the off-campus samples, minority and less affluent citizens perceive less community on their respective campuses.

With respect to "Should Be," the subgroup differences tend to be small and insignificant; all rate community as a campus ideal very high. Women and minority students and citizens tend to rate this goal especially high, which perhaps lends some scant evidence for the relative popularity of integrationist and cooperative outlooks, rather than separatist convictions, in regard to the education of women and racial minorities.

(17) Intellectual Aesthetic Environment. A handful of American colleges and universities came to be held in especially high regard (around 1960, let us say) on account of their reputations as intellectually exciting, stimulating campuses.[35] Assuming (then in the absence of research evidence to the contrary) that an intellectually and aesthetically stimulating campus climate contributed to the intellectual and aesthetic development of students, there were many attempts (several in California) to emulate the "style" of these campuses. It was a model that appealed particularly to the student-oriented (nonresearch-oriented) professor-intellectual teaching typically in the liberal arts.

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[34] Except for the private colleges, where the progression is not consistent.

[35] Descriptions of such campuses are in Burton Clark's book, The Distinctive College: Antioch, Reed, Swarthmore, and in Clark et al (1972).

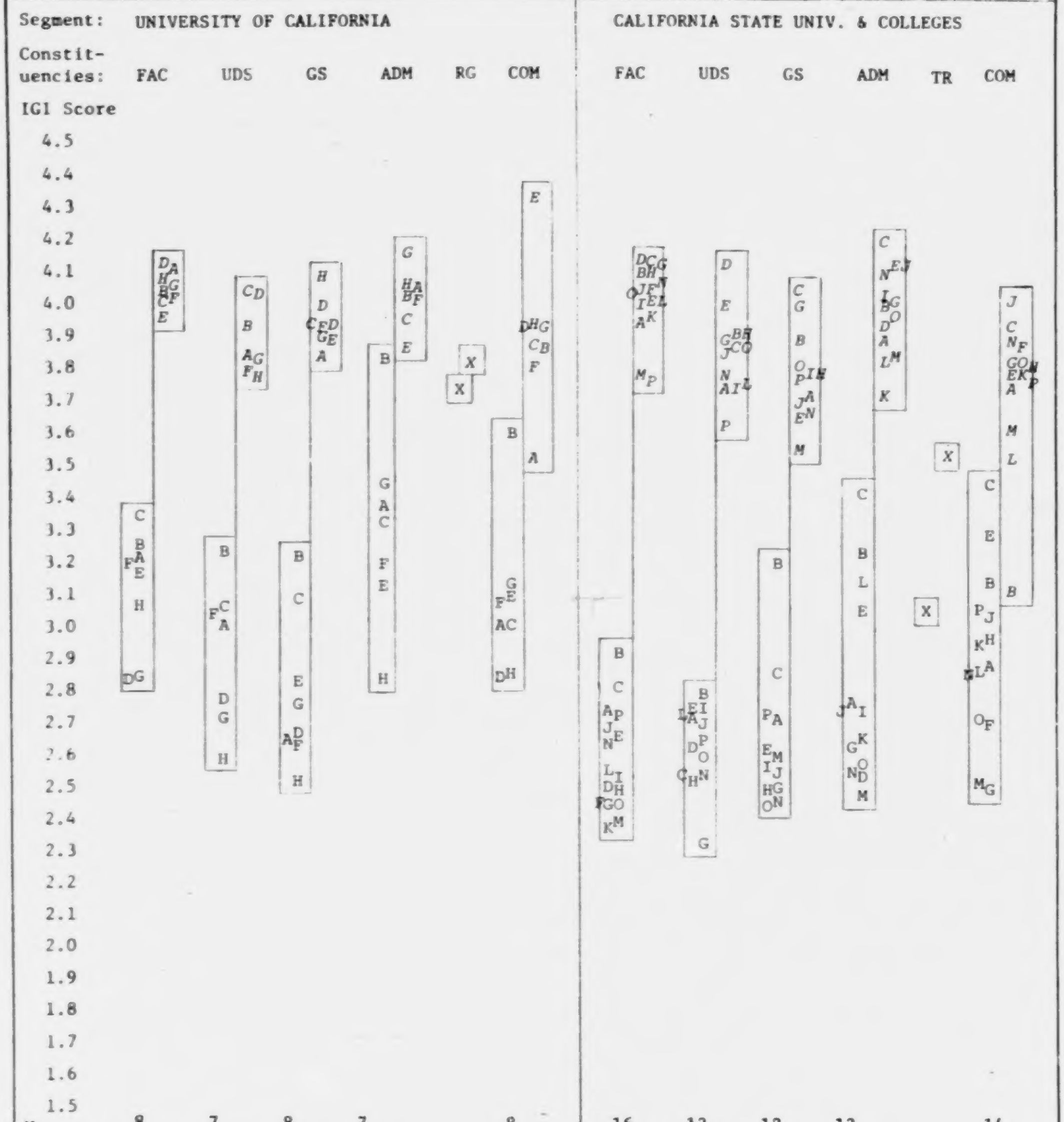
In the IGI, Intellectual/Aesthetic Environment means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

The fascination of the intellectually vital campus may have diminished somewhat as other conceptions of campus ethos have emerged--acting rather than or in addition to merely thinking, concern with values as a backdrop to knowledge, interest in psychotherapy and human potential development (in reaction against too many "head trips"), as examples.

The survey makes clear, however, that the appeal of a campus environment characterized by the primacy of ideas and intellectual and artistic work remains strong all throughout California academic communities. "Should Be" scores are uniformly very high, especially among the faculties in the respective segments. A relatively low score (3.56) comes from the trustees of the California State University and Colleges, and there is considerable diversity among the community college boards of trustees regarding the "Should Be" importance of this goal (SD(I) SB of .37--the largest in the two tables).

"Should Be" scores on Intellectual/Aesthetic Environment as a process goal are generally highest in the private sector, followed by the UC campuses, followed very close by the CSUC campuses (M and P are the Polytechnics), followed by the community colleges, at which sentiment for this goal is notably strong. Moreover, people at the state's community colleges, excepting their trustees, are also quite similar from

Table 65 **Goal Area:** INTELLECTUAL/AESTHETIC ENVIRONMENT

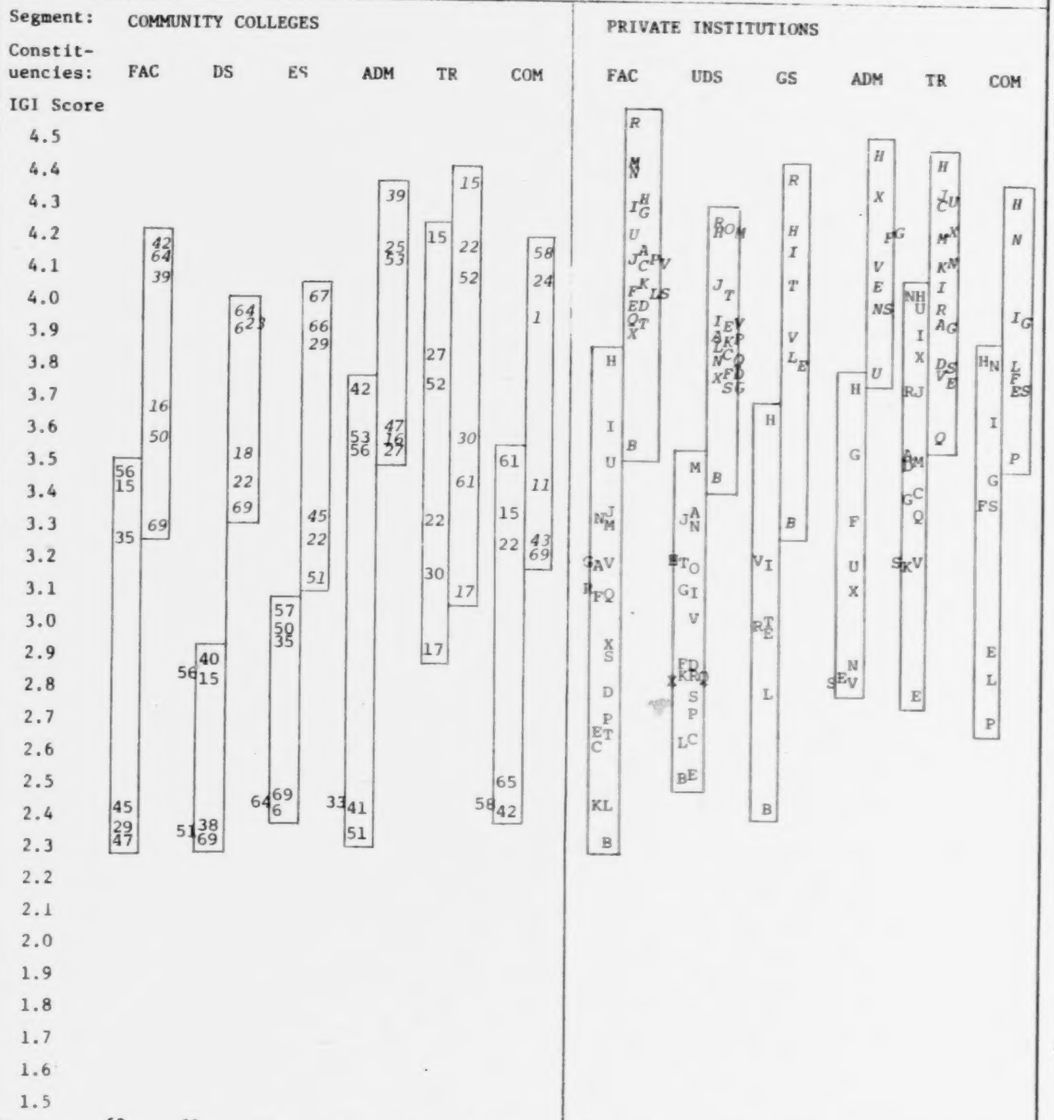


	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	4.05	3.88	3.94	4.03		3.92	4.02	3.86	3.78	3.99		3.76
SD(I) SB	.05	.10	.08	.09		.20	.11	.12	.12	.13		.22
M(I) IS	3.13	2.91	2.81	3.32		3.09	2.60	2.64	2.64	2.81		2.93
SD(I) IS	.18	.20	.24	.28		.22	.15	.13	.20	.30		.25

Individual Respondent as the Unit of Analysis

	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	4.05	3.91	3.94	4.02	3.83	3.93	4.03	3.86	3.85	4.00	3.56	3.74
SD SB	.78	.84	.87	.77	.82	.86	.85	.91	.91	.81	.68	.94
M SB wtd.	4.02	3.93	3.92				4.02	3.87	3.80			
SD SB wtd.	.78	.83	.86				.86	.88	.93			
M IS	3.14	2.92	2.82	3.32	3.76	3.08	2.61	2.59	2.58	2.79	3.04	2.93
SD IS	.89	.93	.90	.89	.81	.88	.86	.90	.86	.85	.60	.91
M IS wtd.	3.18	2.94	2.85				2.57	2.63	2.55			
SD IS wtd.	.87	.93	.91				.84	.88	.84			

Table 66 Goal Area: INTELLECTUAL/AESTHETIC ENVIRONMENT



	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.87	3.72	3.67	3.86	3.86	3.68	4.14	3.94	3.99	4.15	4.05	3.91
SD(I) SB	.14	.12	.15	.20	.36	.17	.23	.18	.30	.20	.23	.24
M(I) IS	2.83	2.62	2.74	3.11	3.55	2.92	3.04	2.99	3.07	3.18	3.57	3.35
SD(I) IS	.22	.14	.15	.34	.34	.24	.39	.26	.33	.32	.34	.39

Individual Respondent as the Unit of Analysis

N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	3.88	3.72	3.64	3.85	3.79	3.69	4.10	3.92	4.03	4.13	4.02	3.91
SD SB	.88	.97	1.03	.84	.84	.97	.78	.87	.91	.73	.76	.85
M SB wtd.	3.86	3.69	3.66				4.11	3.93	3.93			
SD SB wtd.	.89	1.02	1.04				.77	.84	.90			
M IS	2.88	2.62	2.71	3.10	3.39	2.89	3.07	2.99	3.20	3.20	3.52	3.39
SD IS	.92	.92	.96	.92	.81	.94	.98	1.02	1.04	.89	.85	.95
M IS wtd.	2.85	2.61	2.71				3.07	2.95	3.03			
SD IS wtd.	.91	.95	.96				.97	.98	1.03			

Table 67 Goal Area: INTELLECTUAL/AESTHETIC ENVIRONMENT

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constit-uencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										
4.1	O40				HM					
4.0	AS U40	WO		GA SP		AS U40 O40	WO		GA AA	BL CH
3.9	PC	U12	AS	AA	PR	PC	AS	AS	BA SP	
3.8		O12 ME	PC		B&A					HM
3.7							ME PC	PC		WH
3.6										B&A PR BC
3.5				GA						
3.4				O40 SP						
3.3	PC									
3.2	O40				HM O30 PR 123					
3.1	AS	PC		AA						
3.0	U40			U40	612 B&A				GA	
2.9		AS	PC							
2.8			AS		U6				BA	
2.7						PC O40	O12		AA	
2.6									SP	
2.5						AS U40	U12			
2.4										
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 68 Goal Area: INTELLECTUAL/AESTHETIC ENVIRONMENT

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Consti-uencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												HM
4.1							AS O40		AS	O40		
4.0				GA			U39	BL WO AS O12 WH		U40	123 O60 B&A U40 O30 4-6 PR	
3.9	AS U40			SP					PC			612 123 B&A O30 PR
3.8	O40	BL CH WO AS		AA		HM U6	PC	CH ME U12				
3.7	PC	WH	WO		O60	PR 612		PC				
3.6		PC ME		BA		123 BC B&A O30						HM
3.5			ME		O30 PR B&A						U40 O60 B&A O30 123 4-6 PR	B&A O30
3.4												
3.3					4-6 123					O40		123 612
3.2				GA					AS			PR
3.1					U40		O40		PC			
3.0	PC			SP AA BA		HM	AS PC U39	AS WO WH				
2.9	O40		O40			PR B&A		ME CH PC		U40		
2.8	U40 AS											
2.7						BC		BL				
2.6			U40									
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

one campus to another in their desire for an intellectually more stimulating environment. The SD(I) SB for the 63 community college faculties is .14, only very slightly larger than the figure for the CSUC faculties; almost all the community college faculties want a higher priority for this goal.[36]

As regards perceptions of current reality, the private colleges and UC campuses, with their more highly selected student bodies, regard themselves as better off ("Is" scores centering around 3.0) than the other two segments. Interestingly, the community college scores tend to be slightly higher than the CSUC scores. The ratings of the CSUC faculties are particularly low, which may be the result of high expectations and "relative deprivation."

A few of the individual campus plots indicate especially strong hopes: the faculty at UC-D, UC-H's graduate students and administrators, everybody at CSUC-G; the faculty and trustees at PI-C.

The analysis of the subgroups given in Tables 67 and 68 indicates that age and subject field are fairly consistently related to how people perceive the present intellectual-cultural climate of the campus: older faculty, administrators, and CC evening students and trustees, as well as faculty and students in professional and career fields, have more positive views of the present situation. With regard to "Should Be" beliefs, higher scores were recorded by faculty and students in the arts and sciences, women students, and by homemakers among off-campus community people (low scores in the off-campus samples tended to be from blue collar respondents and from people in business and administrative positions).

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[36] Note the large gap between campuses 69 and 50 on the faculty "Should Be" ratings; the former is by function (and name) a trade-technical college. Campus 50 is in a small farm community.

Innovation and Change on the Campus

(18) Innovation. Starting in the mid-1960's, a wave of interest in educational innovation began to move through the nation's colleges. It has continued, though in somewhat muted form largely because of financial restrictions. Reasons for the movement? Real attempts to respond to student demands (for more personalized, "relevant" learning, etc.). "Innovations" the result of internal crises of all sorts (financial, enrollment, personnel, etc.). Foundation ideas, with money to try them out. Several new "structural" ideas that were widely adopted--the "cluster college," the 4-1-4 calendar, and pass-fail grading--to name three.

Innovation, as here defined as an institutional goal, means more than simply having recently made some changes at the college; instead the idea is that innovation has become institutionalized, that throughout the campus there is continuous concern to experiment with new ideas for educational practice. In the IGI, Innovation means a climate in which continuous innovation is an accepted way of life, it means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to (1) individualized instruction and (2) evaluating and grading student performance.

This time there is substantial similarity between the UC and Community College "Is" plots, with the student perceptions in both segments relatively low (little innovation seen),[37] and the faculty, administrator, and governing board perceptions relatively high (more innovation seen). The "Should Be" patterns for the two segments, however, differ. Except for their trustees, each of the community college constituencies recorded "Should Be" scores about the same distance (about one score point) above their "Is" scores, so that administrators and faculty in the community colleges together tend to be strong proponents of innovation and experimentation. In the UC segment, the faculty (and the Regents) are decidedly unenthusiastic about innovation,[38] with the students seemingly the strongest champions.

Of the four segments, the CSUC campuses are generally regarded as the least innovative (as defined by the IGI) by the people associated with them. There _are_ several exceptions to this judgment to be sure, at least according to their faculty and administrators, as can be seen in Table 69. On the other hand, "Should Be" scores are as high (or higher, depending on constituency) as in any of the segments. In short, there is wide and strong sentiment on these campuses for acquiring the capacity for innovation and renewal.[39] Judging from these data, however, the system's Board of Trustees could prove to be an obstacle; its _Innovation_ "Should Be" score (2.97)

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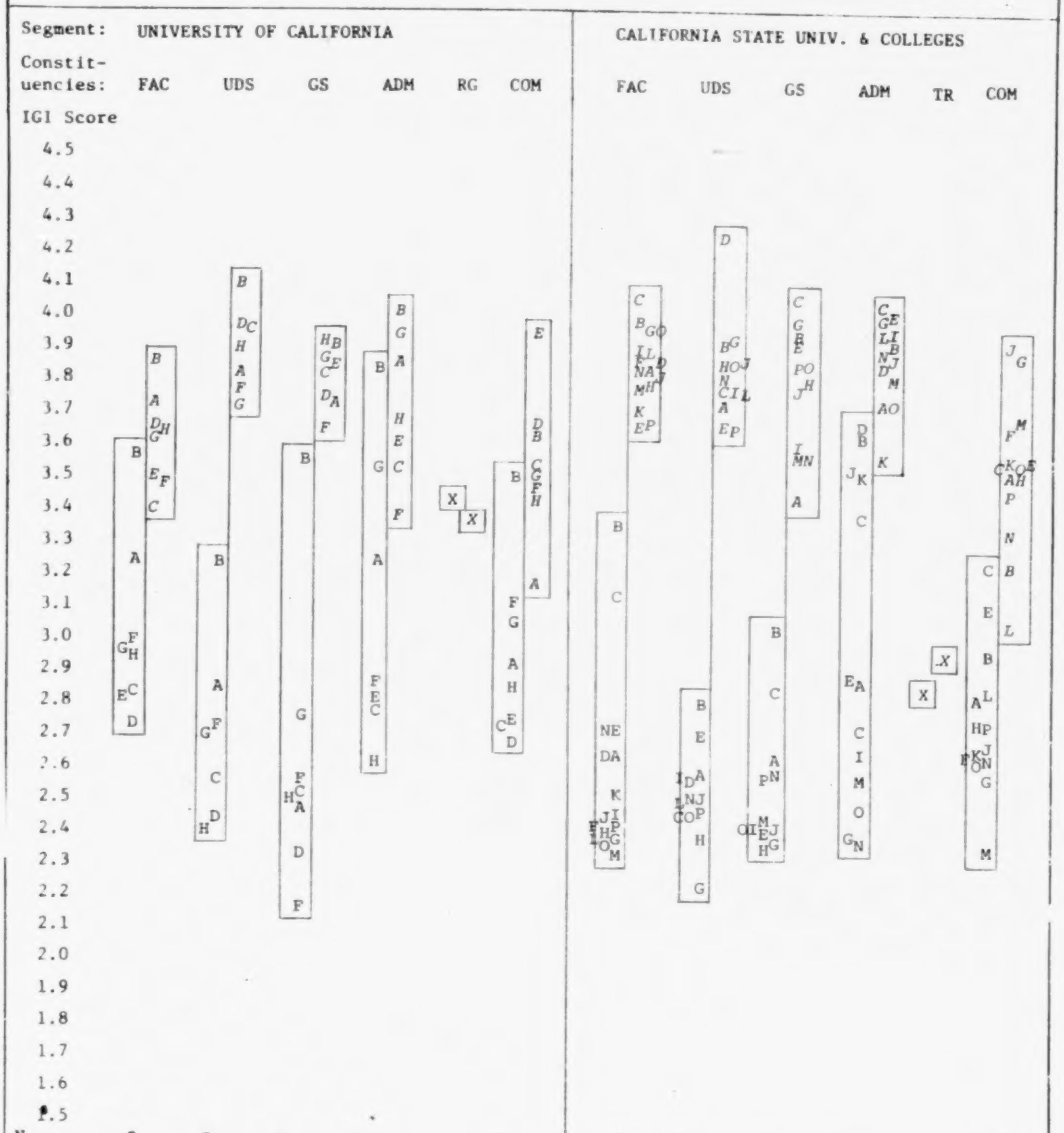
[37] It is interesting that of the six UC constituencies, the graduate students tend to see the least innovation in their institutions. The fairly large difference between the weighted (2.41) and unweighted (2.56) GS Mean "Is" scores (for individuals) means that graduate students on the larger (more "comprehensive") campuses see less such innovation than do graduates at the smaller UC campuses.

[38] The UC FAC scores (institutional and individual) are the lowest of all the on-campus constituencies in the four segments.

[39] Aspirations to become innovative are strong indeed at campus G, its off-campus group included.

Table 69 **Goal Area:** INNOVATION



	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.60	3.90	3.81	3.72		3.54	3.84	3.84	3.72	3.86		3.49
SD(I) SB	.14	.13	.10	.22		.21	.11	.14	.18	.13		.25
M(I) IS	3.01	2.71	2.62	3.10		2.96	2.59	2.51	2.51	2.73		2.75
SD(I) IS	.26	.27	.40	.42		.26	.28	.14	.18	.36		.22

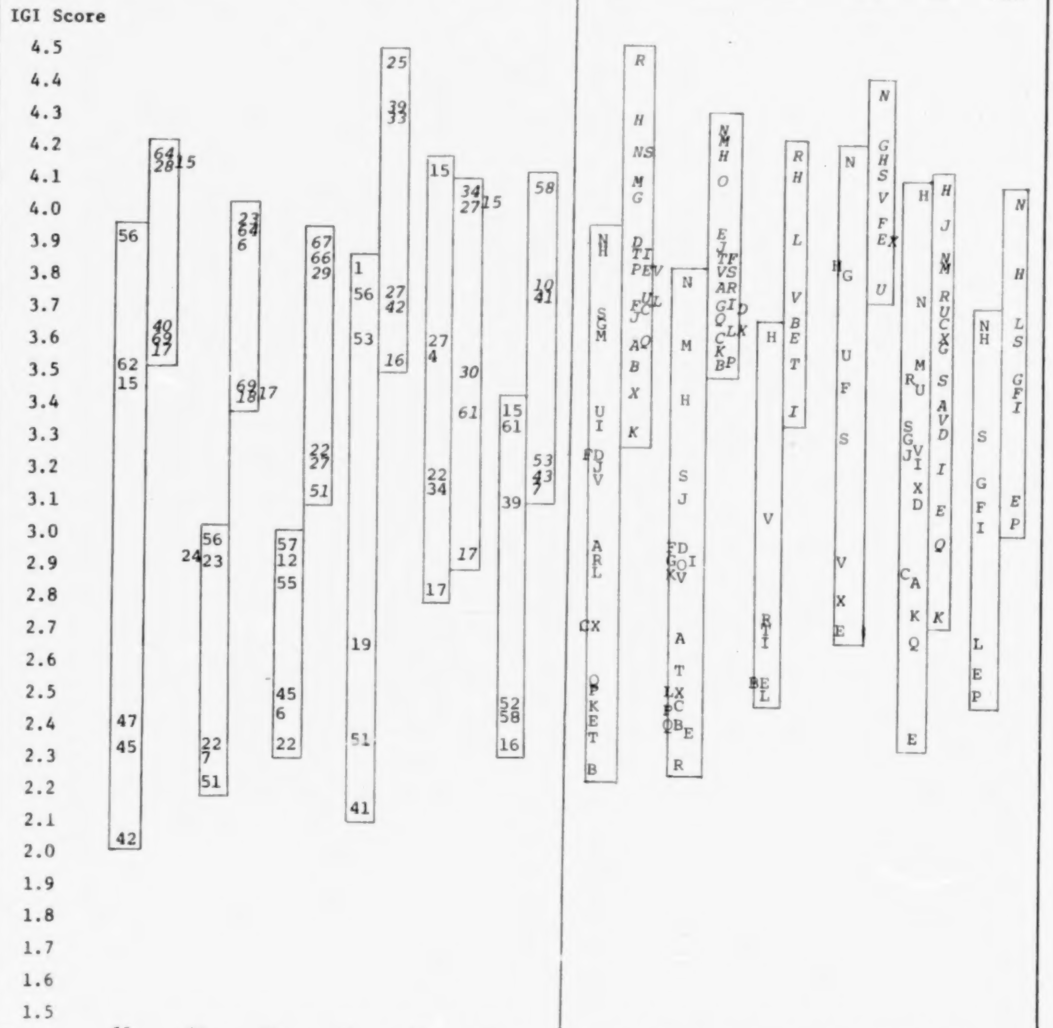
Individual Respondent as the Unit of Analysis

	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.58	3.90	3.80	3.73	3.39	3.56	3.84	3.84	3.78	3.86	2.97	3.51
SD SB	.95	.87	.94	.83	1.13	.98	.94	.94	.92	.82	1.07	1.00
M SB wtd.	3.53	3.92	3.81				3.83	3.87	3.71			
SD SB wtd.	.96	.86	.95				.96	.91	.94			
M IS	2.98	2.67	2.56	3.10	3.43	2.94	2.59	2.47	2.47	2.74	2.86	2.74
SD IS	.86	.91	.88	.89	1.01	.85	.88	.86	.84	.86	.43	.88
M IS wtd.	2.90	2.65	2.41				2.52	2.49	2.45			
SD IS wtd.	.85	.90	.81				.85	.86	.83			

Table 70 **Goal Area:** INNOVATION

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS

Constituencies: FAC DS ES ADM TR COM | FAC UDS GS ADM TR COM



	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.89	3.69	3.60	4.02	3.67	3.49	3.87	3.84	3.81	4.09	3.53	3.55
SD(I) SB	.13	.12	.16	.22	.32	.19	.28	.21	.26	.18	.34	.30
M(I) IS	2.89	2.64	2.68	3.15	3.40	2.78	3.08	2.87	2.84	3.44	3.26	3.12
SD(I) IS	.27	.15	.12	.40	.33	.20	.50	.41	.34	.47	.41	.40

Individual Respondent as the Unit of Analysis

	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	3.89	3.69	3.60	4.01	3.64	3.51	3.80	3.84	3.88	4.06	3.49	3.56
SD SB	.87	.95	1.04	.76	.91	1.02	.92	.91	.99	.71	.92	.94
M SB wtd.	3.88	3.66	3.61				3.79	3.83	3.82			
SD SB wtd.	.88	1.00	1.05				.92	.89	1.00			
M IS	2.93	2.64	2.67	3.16	3.22	2.76	3.07	2.91	3.06	3.42	3.19	3.14
SD IS	.93	.90	.94	.92	.92	.91	.98	1.04	1.07	.97	.88	.93
M IS wtd.	2.90	2.62	2.66				3.08	2.81	2.75			
SD IS wtd.	.91	.93	.95				.97	.99	1.00			

Table 71 Goal Area: INNOVATION

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										
4.1							*BL*			
4.0		*WO*								*BL*
3.9				*U40*			*WO AS*		*U40*	*CH*
3.8		*ME*		*GA SP*	*U6*		*CH* *WH*		*O40*	*U6*
3.7	*U40*				*612*		*ME* *PC*			*HM*
3.6	*PC*			*AA* *O40*	*HM* *123*					*BC*
3.5	*AS* *O40*				*PR* *B&A*					*612* *123*
3.4					*O30*					*WH PR*
3.3										*O30* *B&A*
3.2				O40						
3.1				GA	PR					
3.0	O40 PC			SP	123 U30				BA	
2.9	AS U40			AA	WH 612 HM					
2.8		PC			B&A		BL			
2.7				U40	CH				GA	
2.6		AS	AS		U6	O40			AA SP	
2.5			PC		BL	U40	O12			
2.4							WH CH			
2.3							U12			
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 72 Goal Area: INNOVATION

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1				*GA*						*O40*		
4.0				*AA* *SP*				*WO*				
3.9	*U40*	*BL*		*BA*				*O12* *AS*	*AS*	*U40*		
3.8	*O40*					*CH* *BL*	*U40*		*PC*			*HM*
3.7		*CH* *AS*	*WO*			*U6*	*O40*	*U12* *ME* *PC*				*612*
3.6		*WH* *PC*	*U40*		O60	*612*						*O30PR*
3.5			*ME*			*123*				O40		
3.4			*O40*		O30	*WH*						*123*
3.3					B&A	*O30*					B&A O60	*B&A*
3.2				SP	PR					U40	O30 U40	
3.1				GA BA AA	4-6		AS		AS		123 4-6	
3.0	PC				123			AS				
2.9	O40				U40		PC	WO WH			PR	
2.8	U40 AS							ME CH	PC			
2.7		CH BL	O40					PC				
2.6		WH	U40					BL				
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

is lower (even) than any of the off-campus citizen samples.

The private colleges on this dimension are again the most diverse of the four segments, in terms of both "Is" understandings and "Should Be" beliefs.[40] Among the high "Is" campuses: a Catholic college historically for women (N), an art institute (H), two independent institutions (G and M), and a Protestant-affiliated college (S). Low "Is" campuses: two specialized vocational schools (B and T), an independent college (P); two Protestant colleges (C and Q), and three Catholic institutions historically for men (E,K,X). Pretty much the same colleges are also at the "Should Be" extremes, although the faculty and graduate students at campus R, the other art institute in the study, have strong aspirations.

Turning to Tables 71 and 72, the breakdowns for the "Is" perceptions of innovativeness are surprisingly inconsistent; age is the only consistently differentiating factor (younger people see less innovation). Age tends to be related to "Should Be" beliefs (younger age, higher scores), as does race and sex among students (minorities and women recording higher scores). Among the off-campus respondents, race, occupation and income are all consistently related to attitudes about innovation and experimentation on the campus; whites, high income respondents, and people in business and administrative jobs are the least supportive of campus Innovation.

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[40] In all the segments, the standard deviation of institutional "Is" scores are much larger than the corresponding "Should Be" SD's. With regard to innovativeness, campuses are presently perceived to be quite different; most, however, aspire to a fairly similar (high) ideal.

(19) Off-Campus Learning. A truly major innovation in the delivery and recognition of higher education in America has been in the making in just the past three years or so. Partly because of the rising demand for college degrees along with the not unlimited revenues available for this purpose, and partly out of the realization that enrollment on a campus is probably not essential to higher learning, a host of formal off-campus learning arrangements are coming into existence throughout the country. University-sponsored off-campus learning is of course not new; extension programs have been operated for years. What is essentially new is the awarding of degrees (notably by state higher education systems) on the basis of study and other work done in large part or entirely away from the campus.

The elements of the IGI definition of Off-Campus Learning, as a process goal an institution may pursue, include: (short term) time away from the campus in travel, work-study, VISTA work, etc.; arranging for students to study on several campuses during their undergraduate years; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

The results relating to the perceived present importance given to off-campus learning are fairly easy to summarize. Almost all the plots--all constituencies, all segments--cluster around 2.0. People in the state's academic communities generally understand that their institutions hold Off-Campus Learning[41] to be "of low importance." UC-B, CSUC-B, and several private colleges may be exceptions, particularly in the view of their

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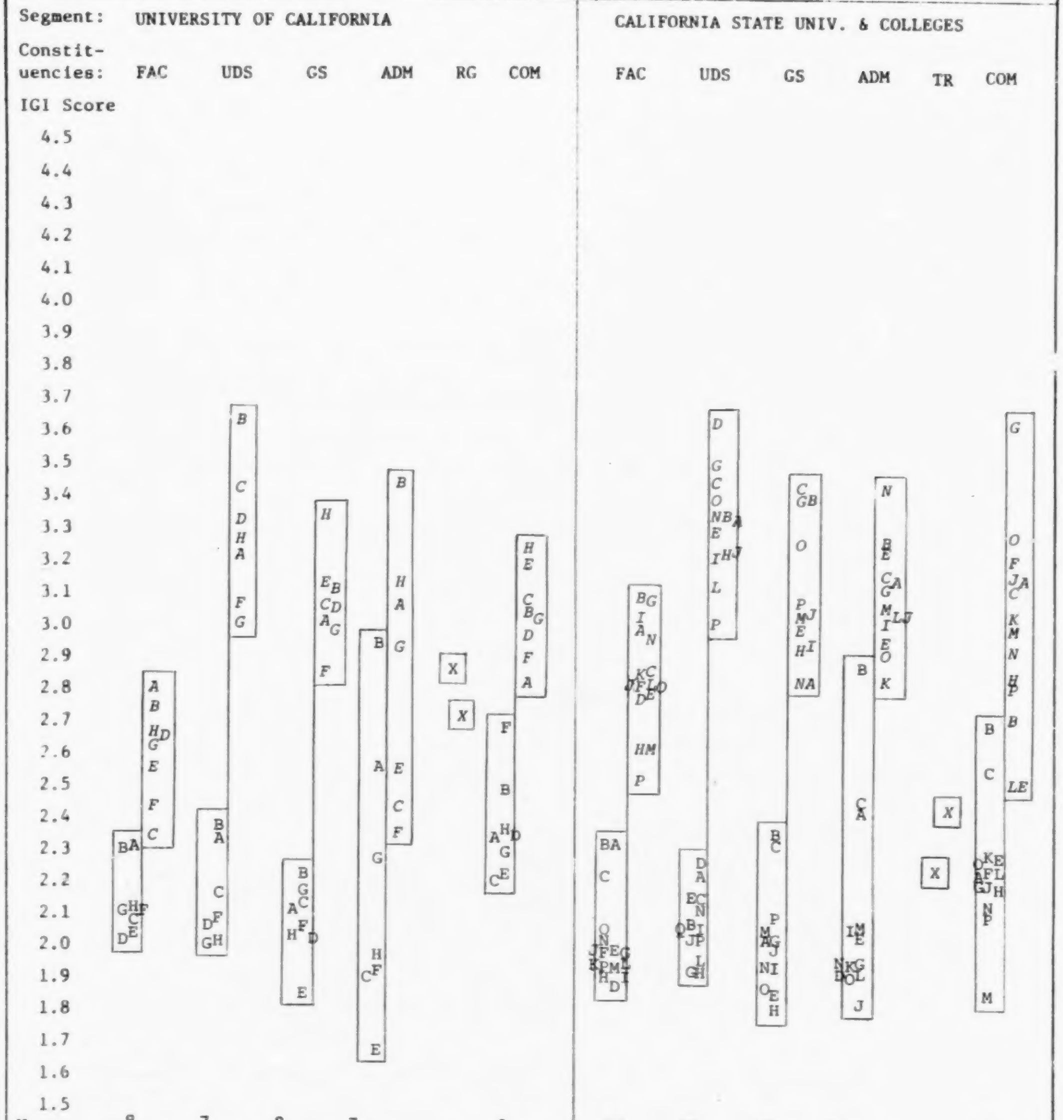
[41] As defined in the IGI.

Table 73 **Goal Area:** OFF-CAMPUS LEARNING



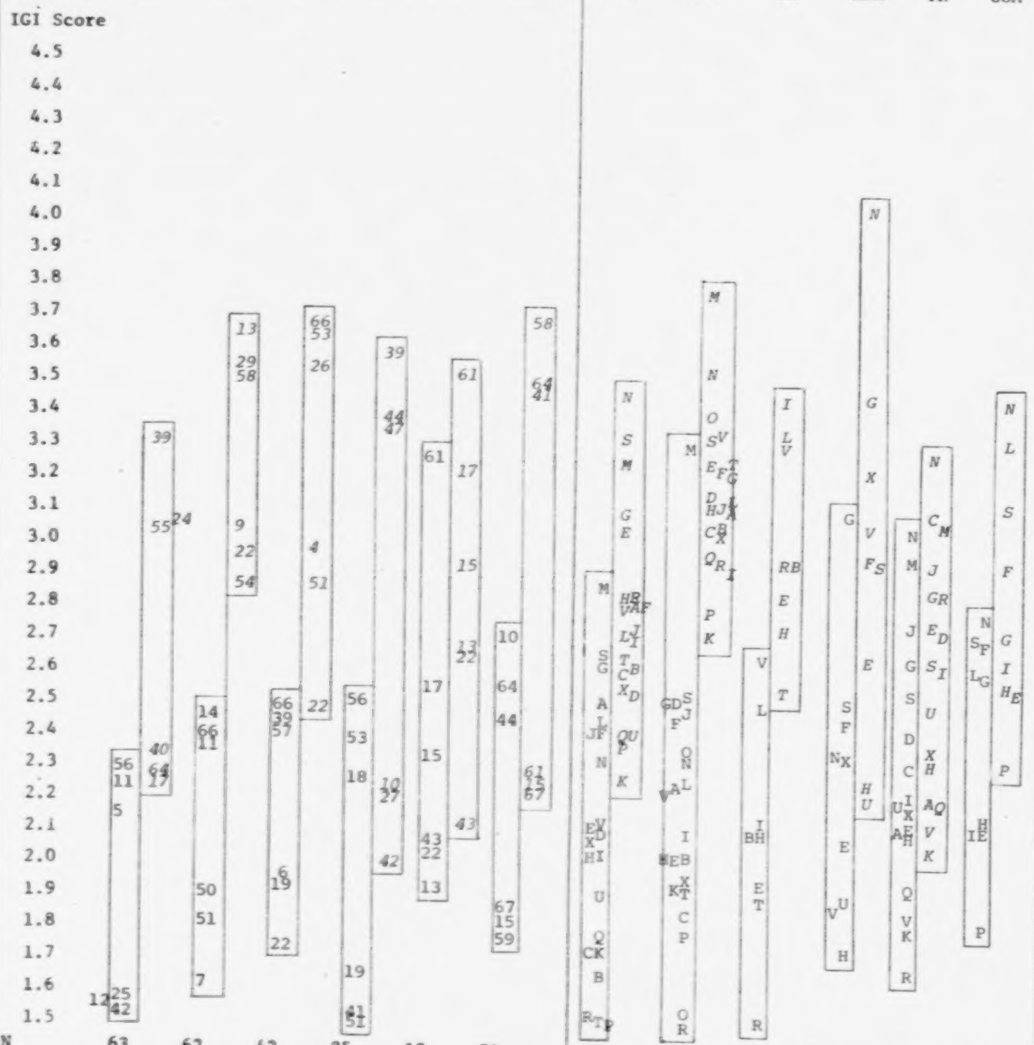
	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	2.62	3.29	3.08	2.86		3.05	2.85	3.32	3.08	3.10		3.01
SD(I) SB	.14	.19	.13	.36		.14	.15	.16	.19	.15		.29
M(I) IS	2.14	2.16	2.08	2.19		2.36	2.03	2.07	2.01	2.11		2.26
SD(I) IS	.12	.14	.12	.41		.15	.13	.10	.14	.29		.19

Individual Respondent as the Unit of Analysis

	UC FAC	UC UDS	UC GS	UC ADM	UC RG	UC COM	CSUC FAC	CSUC UDS	CSUC GS	CSUC ADM	CSUC TR	CSUC COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	2.60	3.29	3.06	2.86	2.71	3.05	2.86	3.33	3.13	3.09	2.47	3.04
SD SB	1.08	1.08	1.12	1.06	1.20	1.13	1.13	1.14	1.16	1.10	.99	1.18
M SB wtd.	2.56	3.32	3.08				2.84	3.34	3.06			
SD SB wtd.	1.07	1.07	1.11				1.15	1.12	1.18			
M IS	2.13	2.15	2.08	2.19	2.90	2.35	2.04	2.04	2.01	2.13	2.25	2.28
SD IS	.80	.85	.79	.89	.92	.86	.79	.83	.81	.83	.73	.88
M IS wtd.	2.10	2.16	2.02				2.00	2.08	1.95			
SD IS wtd.	.78	.84	.77				.78	.84	.78			

Table 74 **Goal Area:** OFF-CAMPUS LEARNING

Segment: COMMUNITY COLLEGES | PRIVATE INSTITUTIONS



	FAC	DS	SS	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	2.67	3.25	3.24	2.70	2.81	2.89	2.78	3.17	3.02	2.98	2.55	2.86
SD(I) SB	.18	.16	.16	.35	.35	.31	.30	.23	.29	.55	.40	.35
M(I) IS	1.86	2.11	2.26	1.95	2.35	2.16	2.10	2.18	2.11	2.26	2.26	2.41
SD(I) IS	.15	.15	.14	.23	.34	.18	.40	.39	.32	.40	.38	.33

Individual Respondent as the Unit of Analysis

	FAC	DS	SS	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	2.66	3.27	3.24	2.71	2.53	2.92	2.74	3.19	3.17	2.95	2.58	2.86
SD SB	1.25	1.19	1.25	1.24	1.22	1.27	1.14	1.15	1.23	1.13	1.09	1.15
M SB wtd.	2.66	3.23	3.23				2.79	3.15	3.03			
SD SB wtd.	1.26	1.23	1.27				1.14	1.13	1.19			
M IS	1.88	2.13	2.25	1.96	2.02	2.15	2.17	2.25	2.43	2.36	2.29	2.41
SD IS	.90	.93	.99	.93	.93	.94	.99	1.06	1.14	.97	.98	.96
M IS wtd.	1.87	2.11	2.24				2.23	2.21	2.17			
SD IS wtd.	.89	.96	1.00				.98	1.03	.98			

Table 75 Goal Area: OFF-CAMPUS LEARNING

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constituencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										
4.1										
4.0										
3.9										
3.8										
3.7										BL
3.6							BL CH			CH U6
3.5										
3.4		PC U12			U6		WO AS			
3.3		WO AS					U12 WH			
3.2		O12 ME			HM		O12 ME		SP	BC HM
3.1				U40	612 123		PC		GA	
3.0					B&A				AA	612
2.9				GA	PR	PC				123 WH B&A
2.8				SP O40	O30	AS				PR O30
2.7	U40			AA					BA	
2.6	O40	CH BL								
2.5					O30				—	
2.4					612 PR					
2.3					B&A 123					
2.2		U12 PC			HM		BL		SP	
2.1		AS WH O12		GA AA	U6		CH		GA AA	
2.0				SP			WH		BA	
1.9										
1.8										
1.7										
1.6										
1.5										

Table 76 Goal Area: OFF/CAMPUS LEARNING

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1												
4.0												
3.9												
3.8												
3.7												
3.6								BL				
3.5		BL				CH						
3.4		CH						CH				
3.3		WO AS	WO			BL		WO				
3.2		PC WH ME	U40			U6		AS O12	PC			612
3.1			ME O40					WH U12	AS			
3.0						612 BC		PC				
2.9				GA				ME				PR
2.8	U40					B&A WH PR 123 HM						O30 B&A 123
2.7	AS			AA	U40		U40 AS O40 PC				U40 B&A 123 O60	HM
2.6	PC O40			SP	B&A	O30						
2.5					O60 4-6						4-6 O30	
2.4												
2.3		CH	O40	BA				AS WO			PR	
2.2		BL	U40	—	PR —		AS					
2.1		PC WH			B&A			PC				
2.0		AS					PC	ME				
1.9				GA SP								
1.8				AA BA	PR							
1.7												
1.6												
1.5												

administrators. It is interesting that administrator perceptions (and also CC and PI trustees) are quite different from one campus to another; UC and CSUC administrator SD(I)'s are twice that of the faculty and student samples. Here we could well have an instance of administrators being better informed; compared to their faculty, students and community associates, administrators are in a better position to know in fact about the presence or absence of off-campus programs. Still, however, relying on the report of administrators, only a handful of colleges in the state are at present significantly engaged in off-campus learning activities.

"Should Be" scores are generally higher, centering around 3.0. Students are consistently the strongest supporters. Of the on-campus constituencies, the faculties, for reasons not hard to adduce, are the least enthusiastic about expanding off-campus learning opportunities. Trustees of the private colleges are generally uninterested in the concept. Trustees of the CSUC system are likewise uninterested, less interested in fact than any sample associated with the system. The sample of UC regents, seemingly overestimating the "Is" situation, would prefer--contrary to the general thrust of opinion in the segment--no change or a slight scaling down of off-campus operations.

In that they presumably represent a portion of the potential market for off-campus programs, the "Should Be" opinions of the off-campus community samples are, for this writer, surprisingly low (falling in between students and faculty).

The subgroup breakdowns (Tables 75 and 76) are not especially illuminating. Faculty differences by age and field are negligible. Minority respondents in the student and off-campus samples, compared to whites, give somewhat stronger support to expanded off-campus learning opportunities. Business administrators are less enthusiastic than the other categories of campus administrators. Homemakers support this goal more strongly for the UC and CSUC campuses than for the community and private colleges. Less affluent citizens would clearly like more in the way of off-campus arrangements throughout the state's higher education system.

Institutional Accountability

(20) Accountability/Efficiency. This last institutional goal covered in the IGI is also a recent concept in higher education--new at least, in its modern guise and new, certainly, in the perspective of the untrammeled expansionism of the 1950's and 1960's. The current and growing concern for accountability within resource allocation and other policy and administrative agencies is a consequence of the competition for public funds and a desire for "solid results" in return for such expenditures, which attitude goes back to some extent to public dissatisfaction with the seeming political and other excesses on college campuses in the late 1960's.

In the IGI, Accountability/Efficiency is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency (not further defined), accountability to funding sources for program effectiveness (not defined), and regular submission of evidence that the institution is achieving stated goals.

The pattern of "Is" understandings across the constituent groups is generally speaking not surprising. The scores for the governing board members, engaged as many have been in setting policies for accountability, are the highest. "Is" scores of the faculties, who are often the main objects of the accountability measures, rank second, followed closely (exceeded in the community colleges) by the administrators who are typically in the middle attempting to implement the accountability and efficiency measures. The students, least touched by the whole matter, are the least aware of accountability efforts (although the differences are not large in the UC and PI segments).

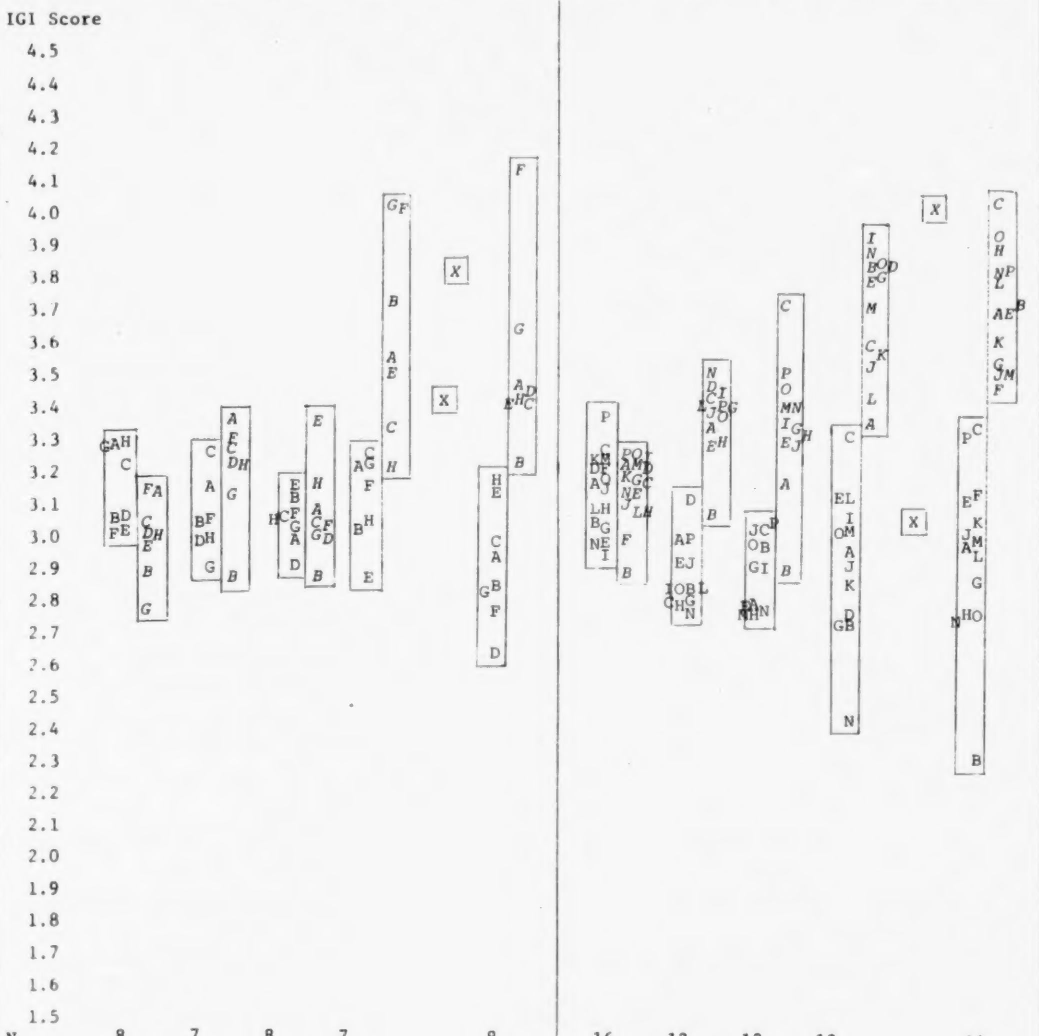
The general pattern of "Should Be" scores is different, though not unexpectedly so. Scores for trustees are generally high, ranging around 4.0; they tend to believe Accountability/Efficiency to be "of high importance." Administrators follow in the rank order. In the community and private college segments, faculty and students follow at roughly the same (relatively high) level of acceptance of Accountability as a college goal. In the UC and CSUC segments, however, faculty support for accountability and efficiency measures is clearly the weakest of all the constituencies. (The UC professoriate would tend to prefer a slight backing off.)

The opinions of the off-campus people are of more than passing interest. First off, their "Should Be" ratings for Accountability/Efficiency are not as high as might have been expected, falling at about the level of the administrators--higher than the faculty but below the respective governing board ratings. It is noteworthy that citizens associated with the UC campuses have slightly different understandings about accountability in relation to UC, as compared to the off-campus samples associated with the other segments. The UC campuses are seen as presently attaching somewhat less importance to accountability than

Table 77 **Goal Area:** ACCOUNTABILITY/EFFICIENCY

Segment: UNIVERSITY OF CALIFORNIA | CALIFORNIA STATE UNIV. & COLLEGES

Constituencies: FAC UDS GS ADM RG COM | FAC UDS GS ADM TR COM



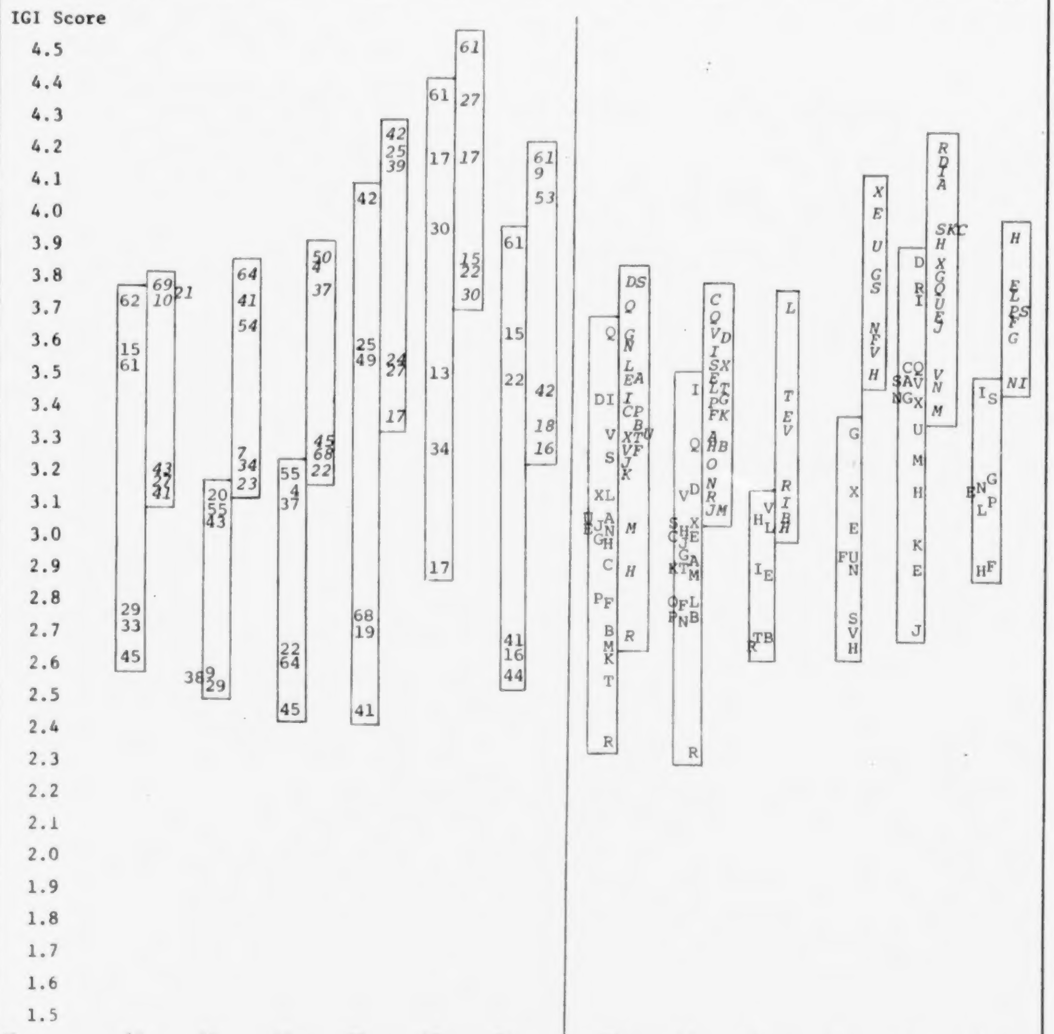
Constituencies:	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	8	7	8	7		8	16	13	12	13		14
M(I) SB	3.00	3.20	3.09	3.64		3.55	3.14	3.40	3.33	3.71		3.73
SD(I) SB	.12	.15	.14	.29		.24	.10	.12	.17	.17		.17
M(I) IS	3.17	3.07	3.06	3.14		2.91	3.15	2.90	2.90	2.93		2.98
SD(I) IS	.12	.11	.08	.14		.18	.12	.10	.11	.21		.25

Individual Respondent as the Unit of Analysis

	FAC	UDS	GS	ADM	RG	COM	FAC	UDS	GS	ADM	TR	COM
N	551	478	335	121	7	249	1394	1146	667	251	8	647
M SB	3.01	3.21	3.09	3.60	3.85	3.55	3.12	3.39	3.37	3.71	4.04	3.75
SD SB	1.02	.99	1.01	.89	.86	1.00	1.01	.99	1.01	.87	.77	.93
M SB wtd.	3.01	3.24	3.18				3.15	3.41	3.36			
SD SB wtd.	1.02	.98	.98				1.02	.98	1.02			
M IS	3.19	3.08	3.05	3.15	3.46	2.89	3.14	2.88	2.92	2.92	3.06	2.94
SD IS	.93	.96	.97	.91	.83	.93	1.02	.96	.99	.94	.66	.97
M IS wtd.	3.16	3.13	3.09				3.14	2.91	2.91			
SD IS wtd.	.92	.95	.99				1.03	.96	.99			

Table 78 **Goal Area:** ACCOUNTABILITY/EFFICIENCY

Segment: COMMUNITY COLLEGES | PRIVATE NSTITUTIONS



Segment:	COMMUNITY COLLEGES						PRIVATE NSTITUTIONS					
Constituencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
N	63	62	42	25	10	51	22	22	8	9	17	9
M(I) SB	3.45	3.44	3.55	3.85	4.05	3.72	3.39	3.44	3.32	3.80	3.90	3.74
SD(I) SB	.14	.13	.16	.21	.23	.20	.27	.19	.22	.19	.23	.14
M(I) IS	3.16	2.84	2.89	3.27	3.73	3.07	3.01	2.96	2.90	2.95	3.44	3.18
SD(I) IS	.22	.12	.16	.34	.41	.24	.30	.21	.16	.21	.25	.18
Individual Respondent as the Unit of Analysis												
N	3938	5353	2679	310	135	2720	785	1086	232	85	188	342
M SB	3.46	3.44	3.53	3.83	4.01	3.68	3.41	3.46	3.31	3.83	3.90	3.72
SD SB	.97	.99	1.02	.84	.86	.98	.99	.98	1.09	.89	.88	.93
M SB wtd.	3.45	3.41	3.54				3.39	3.43	3.45			
SD SB wtd.	.97	1.04	1.04				.98	.97	1.02			
M IS	3.18	2.83	2.88	3.25	3.54	3.05	3.08	3.00	2.95	3.01	3.43	3.22
SD IS	.99	.94	.97	.97	.94	.97	1.05	1.02	1.06	.91	.90	.97
M IS wtd.	3.17	2.82	2.88				3.03	2.97	2.95			
SD IS wtd.	.99	.97	.98				1.02	1.00	.98			

Table 79 Goal Area: ACCOUNTABILITY/EFFICIENCY

Segment:	UNIVERSITY OF CALIFORNIA					CALIFORNIA STATE UNIV. & COLLEGES				
Constit-uencies:	FAC	UDS	GS	ADM	COM	FAC	UDS	GS	ADM	COM
IGI Score										
4.5										
4.4										
4.3										
4.2										
4.1										
4.0										
3.9					B&A				B&A	
3.8										030 612 HM
3.7				GA					SP	123
3.6				040 SP	123 030				AA	PR
3.5									GA	U6
3.4				U40 AA		PC	PC	PC		
3.3		PC		— SP	612 PR		AS	AS		
3.2	U40 AS 040 PC	AS	PC		HM	U40 AS 040				
3.1	PC 040			040 GA					GA	U 6 030
3.0	AS		AS	AA U40	U6	040 PC U40				B&A HM
2.9	U40					AS	BL WH	AS	AA	123PR
2.8							CH	PC		
2.7									SP	BC 612
2.6									BA	
2.5										
2.4										
2.3										
2.2										
2.1										
2.0										
1.9										
1.8										
1.7										
1.6										
1.5										

Table 80 Goal Area: ACCOUNTABILITY/EFFICIENCY

Segment:	COMMUNITY COLLEGES						PRIVATE INSTITUTIONS					
Consti-uencies:	FAC	DS	ES	ADM	TR	COM	FAC	UDS	GS	ADM	TR	COM
IGI Score												
4.5												
4.4												
4.3												
4.2												
4.1					060 030							
4.0					4-6 040						B+A	
3.9				BA							4-6 123	B+A
3.8				GA SP	123	B+A 030					060 030	030 612
3.7		BL	040	AA		123		BL CH			PR U40	HM 123
3.6	PC	CH				BC HM U6 PR 612						PR
3.5	040		U40				BC 040	PC				
3.4	U40 AS	WH						WH AS	PC			
3.3				AA SP GA			AS U40					
3.2							—		AS			
3.1				BA		030	U40		—			
3.0			040			123	040	WH	PC			
2.9						612 U6		BL CH	AS			
2.8			U40									
2.7												
2.6												
2.5												
2.4												
2.3												
2.2												
2.1												
2.0												
1.9												
1.8												
1.7												
1.6												
1.5												

the other segments (the UC-CSUC difference is very small), and the citizen samples also believe that UC should be somewhat less oriented to accountability (3.55 compared to GA$\bar{X}$'s near 3.73 for the other segments).

Off-campus citizens are not of a single mind regarding accountability in higher education, however, as the subgroup analyses make reasonably clear. People in business and administrative (B&A) occupations and people of relative affluence (030,123) have stronger opinions about the need for accountability. In contrast, professionally employed people, for example, rate this goal at about the same level as the respective faculty samples.

Other subgroup breakdowns indicate that campus business and fiscal administrators (BA), not unexpectedly, see relative merit in Accountability/Efficiency as an institutional goal, as do older faculty (and community college evening students), and faculty and students in professional and career fields.

Chapter IV

GOAL-BELIEFS OF CAMPUS CHIEF EXECUTIVES

As we indicated earlier, the president or chancellor of the 177 campuses originally invited to participate in the project were surveyed by direct mail. The return rate varied considerably by segment: UC chancellors, 88 percent, seven out of eight (UC San Francisco was not included); CSUC presidents, 53 percent, 10 of 19; community college presidents, 69 percent, 66 of 99; private institution presidents, 53 percent, 27 out of 51 (AICCU members). The CSUC and PI samples, then, are less satisfactory than the two others, and their results must be regarded as more tentative.

Goal area means (GA$\bar{\bar{X}}$'s) and standard deviations (SD's) for the 20 goal areas, "Is" and "Should Be," were calculated for each of the four groups of chief administrators. These figures are given in Table 81. Our brief commentary on the data in the table is organized according to the seven-way breakdown used in Chapter III.

Instructional Goals. Beginning with Academic Development we see what will be a pattern throughout this portion of the survey results--the presidents tending to record substantially higher "Is" scores than the other constituencies in the segment, and slightly higher "Should Be" scores. The former seems a perfectly natural combination of pride and desire to place the best (most ideal) possible interpretation on the current situation on campus. The latter, the relatively high "Should Be" ratings, represents for this writer unusually strong aspirations for their respective campuses--the desire to be doing more and better in most all the goal categories

TABLE 81 GOAL AREA MEANS AND STANDARD DEVIATIONS FOR CAMPUS CHIEF EXECUTIVES, BY SEGMENT

		UC Chancellors (N=7)		CSUC Presidents (N=10)		Community College Presidents (N=66)		Private Institution Presidents (N=27)	
		GA$\bar{X}$	SD	GA$\bar{X}$	SD	GA$\bar{X}$	SD	GA$\bar{X}$	SD
1. Academic Development	SB	3.96	.77	3.98	.67	3.73	.75	3.95	.82
	IS	3.61	.77	3.70	.88	3.62	.69	3.72	.90
2. Intellectual Orientation	SB	4.46	.47	4.55	.47	4.16	.66	4.42	.66
	IS	3.61	.69	3.48	.81	3.35	.79	3.70	.90
3. Individual Personal Development	SB	3.77	.71	4.23	.91	4.43	.60	4.03	.92
	IS	3.06	.82	3.26	.91	3.53	.89	3.53	1.04
4. Humanism/Altruism	SB	3.55	.97	3.48	.87	3.97	.87	3.82	1.08
	IS	2.73	.78	2.99	.77	3.11	.87	3.40	1.10
5. Cultural/Aesthetic Awareness	SB	3.21	.98	3.35	.73	3.37	.83	3.30	1.07
	IS	2.67	.82	2.94	.77	2.89	.72	2.96	1.09
6. Traditional Religiousness	SB	1.14	.26	1.08	.23	1.66	.96	2.25	1.43
	IS	1.07	.17	1.05	.15	1.50	.78	2.07	1.35
7. Vocational Preparation	SB	3.42	.70	3.77	.63	4.62	.60	3.06	1.24
	IS	2.92	.82	3.06	.86	3.79	.82	2.65	1.17
8. Advanced Training	SB	4.20	.72	3.08	.86	1.57	.97	2.46	1.50
	IS	3.92	.89	2.58	.70	1.47	.82	2.33	1.50
9. Research	SB	4.32	.58	2.96	.78	1.46	.83	2.68	1.28
	IS	4.42	.54	2.73	.77	1.35	.89	2.45	1.27
10. Meeting Local Needs	SB	3.65	.62	3.85	.88	4.31	.71	3.08	1.15
	IS	2.96	.71	3.22	.66	3.65	.83	2.68	1.13
11. Public Service	SB	3.54	.90	3.68	.82	3.56	.94	2.97	1.07
	IS	2.81	.77	3.17	.79	2.95	.91	2.49	.90
12. Social Egalitarianism	SB	2.79	.80	2.83	.72	4.15	.78	2.58	1.19
	IS	2.34	.73	2.68	.64	3.53	.88	2.23	.99
13. Social Criticism/Activism	SB	2.98	.74	3.04	1.01	3.08	1.04	3.02	1.22
	IS	2.77	.79	2.95	.95	2.55	.86	2.52	.95
14. Freedom	SB	3.99	.87	3.83	1.05	3.78	1.00	3.82	1.06
	IS	3.92	.73	3.83	1.06	3.55	.98	3.69	1.01
15. Democratic Governance	SB	3.46	1.13	3.83	1.03	3.99	.82	3.79	.96
	IS	3.00	.89	3.80	.95	3.54	.80	3.46	.87
16. Community	SB	4.52	.50	4.45	.69	4.52	.57	4.47	.61
	IS	3.63	.57	3.78	.73	3.77	.75	3.99	.83
17. Intellectual/Aesthetic Environment	SB	4.29	.58	4.15	.70	4.11	.77	3.86	.89
	IS	3.54	.58	3.45	.73	3.33	.85	3.33	.78
18. Innovation	SB	4.25	.70	4.06	.69	4.26	.68	3.85	.79
	IS	3.21	.51	3.53	.97	3.34	.83	3.39	.92
19. Off-Campus Learning	SB	3.06	1.15	3.65	1.04	2.98	1.16	2.74	1.10
	IS	2.27	.70	2.75	1.03	2.08	.86	2.30	1.10
20. Accountability/Efficiency	SB	4.25	.70	4.03	.80	3.94	.75	3.91	.84
	IS	3.50	.55	3.46	.93	3.38	.87	3.23	.99

covered in the IGI (excepting those not applicable for a given segment or segments, e.g., Advanced Training and Research in the community colleges).

The sample of CSUC presidents is particularly high in their "Is" ratings of the importance given Academic Development on their campuses (3.70) compared to the other CSUC constituencies (individual-as-the-unit data at the bottom right of Table 1). It is interesting that the "Should Be" GA$\overline{X}$'s are practically the same for the UC, CSUC and PI presidents.

The above remarks apply also to the responses for the Intellectual Orientation goal area. "Should Be" ratings for the UC and PI campus heads rank second in the field of 20 goal categories. For the CSUC presidents, this is the top ranked goal, and their "Is"-"Should Be" discrepancy, compared to the other three groups, is the largest.

The community college presidents, especially, and also the CSUC presidents stand notably high ("Should Be") on the Individual Personal Development dimension, higher than their respective student constituencies. The UC and PI presidents rate this goal slightly lower than their students, though in the UC segment, higher than the faculty.

Of the four groups of chief executives on the Humanism/Altruism goal, the community college presidents again recorded the highest "Should Be" scores--substantially higher, interestingly, than their trustees (3.38) and higher even than the sample of private college presidents, many of whom would be heads of church-related institutions. The GA$\overline{X}$ for the PI presidents (3.82, identical to the faculty GA$\overline{X}$) is somewhat misleading; the high SD (1.08) indicates that there are relatively many private college presidents who consider this to be a very important goal--and many who consider it a distinctly unimportant goal.[1]

Differences among the four groups of presidents are small regarding the importance of Cultural/Aesthetic Development as an instructional goal. The slightly lower ratings from the UC chancellors, for both "Is" and "Should Be," follows the pattern of faculty beliefs (Tables 17 and 18).

On Traditional Religiousness, the scores of the PI presidents (of both sectarian and independent institutions) are of course the highest and the most diverse of the four groups. The presidents' "Should Be" score (2.25), however, is much lower than that of the sample of private college trustees (3.22) and lower even than the $GA\bar{X}$ for the aggregated community samples (2.94).[2]

Vocational Preparation is the top ranked goal for the community college presidents, for both "Is" and "Should Be" (the latter, 4.62, is the single highest $GA\bar{X}$ in the table). The scores of the CSUC presidents and UC chancellors are roughly a score point lower. Though generally lower still, the responses of the PI presidents are so diverse as to be not comparable with the public segments.

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[1] The standard deviations for the private college presidents, in the extreme right hand column of the table, are almost invariably larger than the SD's for the other three groups of chief administrators, which is consistent with the findings for the other constituencies.

[2] A difficulty in drawing these comparisons lies in the fact that the sample of (27) PI presidents and the sample of (23) institutions on which the Table 22 data are based are not identical. In that the IGI's from all the presidents were returned anonymously, college identification is not known. The same situation applies to the other three segments, although because of the high return rate from UC and CC chief administrators, the difficulty is not serious in these two segments.

Advanced Training and Research. The UC chancellors as a group believe strongly in the necessity for comprehensive graduate schools on their campuses. Their average "Should Be" rating on the Advanced Training goal exceeded that of any of the UC on-campus constituencies. A higher rating was recorded only by the sample of regents (4.48). By contrast, the "Should Be" score for the CSUC presidents (3.08) was lower than the corresponding scores for the other on-campus groups, and only slightly higher than the CSUC trustees' rating. The CSUC presidents (and trustees), then, seem to stand as important voices generally not favoring extensive expansion of postgraduate programs within their segment.[4] As for the presidents of the private institutions, what is most striking is their extreme diversity (SD of 1.50 for both "Is" and "Should Be") regarding the importance of Advanced Training on their campuses. Their average "Should Be" rating is only slightly higher than their "Is" $GA\overline{X}$.

With regard to Research as an institutional goal, the UC chancellors, with a "Should Be" $GA\overline{X}$ of 4.32, stand well above all the UC constituencies (e.g., the weighted $GA\overline{X}$ for the UC faculty is 3.99). The CSUC presidents, on the other hand, rate this goal slightly lower in importance than the other CSUC constituencies (weighted faculty $GA\overline{X}$, 3.24, for example), though much higher than the sample of CSUC trustees, (2.09). Again, not knowing for which colleges the PI presidents wish a high (or low) priority for Research, about all that can be said is that as a group they are highly diverse in this regard.

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[4] Not no expansion, or a cutting back (the presidents' "Should Be" score exceeds their "Is" rating).

Public Service. With respect to Meeting Local Needs as a campus goal, the community college presidents are way out in front of almost everyone in the state.[5] The UC chancellors see greater value in this goal than do the other UC constituencies, particularly the faculty. The same applies to the CSUC presidents. Significantly, the presidents of the private colleges tend to give a lower "Should Be" rating to this goal than do other people associated with this segment, with the discrepancy the largest between the presidents' score (3.08) and that of the community people (3.50, Table 38) in the nine samples surveyed.

On the Public Service dimension, the "Should Be" ratings of all four samples of chief executives are fairly similar to those of the respective on-campus constituencies. They are substantially higher than the ratings of the respective governing board members.

Higher Education and Social Change. We saw earlier (Tables 45 and 46) that the pattern of scores for the goal area labeled Social Egalitarianism tended to follow the pattern of differential selectivity across the segments, as would be expected. The pattern for the chief executives is similar, though more pronounced. Thus the CC presidents rate ("Should Be") this goal considerably higher (4.15) than the other groups in their segment; the CSUC presidents are slightly below their on-campus constituencies (though well above the system's trustees); the UC chancellors are quite near the other campus groups (above the Regents);

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[5] Only a handful of campus administrator and trustee samples stood higher, as can be read at the top left of Table 38.

and the private college presidents tend to value this goal substantially less (2.58) than do the other constituent groups (excepting perhaps the sample of PI governing board members with a $GA\overline{X}$ of 2.67).[6]

Of the goals included in the IGI, Social Criticism/Activism is among the most controversial; it has assuredly been a divisive issue in the recent past. It continues to be a goal about which there is attitudinal disagreement, as evidenced by the large standard deviations at the bottom of Tables 49 and 50.[7] The presidents in the CSUC, CC and PI segments are similarly not in agreement. Thus to note that the mean "Should Be" scores for all four groups of campus chief executives are remarkably alike is not to say a great deal.

The Campus Climate for Learning. Concerning Freedom, the first of the seven "process" goals covered in IGI, one sees again the pattern of presidential perceptions of the current ("Is") situation greatly exceeding the corresponding perceptions of the other constituencies in the segment. The high "Is" scores are the reason for the relatively small gaps between "Is" and "Should Be" ratings on the Freedom dimension for the presidents (there is no gap for the CSUC presidents). Presidents' "Should Be" ratings are generally similar to the on-campus groups, and higher than the scores of the respective governing board members as well as off-campus community respondents.

The Democratic Governance $GA\overline{X}$'s of the UC chancellors both "Is" and "Should Be," are the lowest of the four samples, perhaps reflecting

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[6] Within the sample of presidents, however, there is wide variation in belief on this matter (SD, 1.19).

[7] The UC and CSUC governing boards are exceptions.

the larger average size of their campuses and the consequent judgment that real participatory governance is difficult to attain.[8] Compared to the other three samples of presidents, the differences between the "Is" perceptions of the UC chancellors and those of the other UC constituencies are quite small. These differences are large indeed in the CSUC system, and of moderate size in the community and private colleges. By contrast, the *"Should Be"* GA$\overline{X}$'s of all the presidents are fairly close to those of the other on-campus constituencies in their respective segments, so that "Is" - "Should Be" gaps tend to be relatively small (for the sample of CSUC presidents, the gap is .03).

As we pointed out earlier, everyone espouses *Community* (as defined in the IGI) as a college goal. True to form, the presidents see much more of it on their campuses than do the other constituencies, and they seem to want it even more strongly than the others. The "Is"-"Should Be" gap is largest for the UC chancellors, and smallest for the PI presidents, which is not unexpected if desire for community is related to campus size.

On the *Intellectual/Aesthetic Environment* dimension, the data for the presidents in the public sector (again) follow the expected patterns: "Is" GA$\overline{X}$ substantially higher and "Should Be" GA$\overline{X}$ somewhat higher than the corresponding scores of the other constituencies in the segment; both "Is" and "Should Be" scores highest for the UC presidents and lowest (though not by much) for the CC presidents. In the private sector, "Is" perceptions of the importance of this goal more nearly approximate the other constituent

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[8] We note, however, the relative diversity of their beliefs on this matter (SD, 1.13).

groups, and the presidents' "Should Be" score is slightly lower than those of the other constituencies in the segments. The relatively low "Should Be" GA$\bar{X}$ and small "Is"-"Should Be" gap could be a reaction to the severe financial difficulties that many private colleges are facing.

Innovation and Change on the Campus. Again, this time on the Innovation goal area, there is the pattern of elevated presidential perceptions of the present situation; those of the sample of CSUC presidents (3.53) are especially divergent from the general understanding in the segment (unweighted FAC, 2.59; UDS and GS, both 2.47; ADM, 2.74; TR, 2.86; COM, 2.74). "Should Be" aspirations for a greater capacity for innovation are notably strong in the UC chancellors and CC presidents, outstripping the general thrust of opinion in the two segments--particularly the beliefs of the respective governing board members. The Innovation "Should Be" GA$\bar{X}$ is the lowest for the private institution presidents, and the extent of variation within the sample is unexpectedly small (SD, .79).

Except in the CSUC segment, presidents' perceptions of the importance currently accorded Off-Campus Learning as an institutional goal are quite close to those of the other constituencies. As for "Should Be" beliefs, those of the CSUC presidents are clearly the strongest of the four groups (and are exceeded by only a handful of individual campus constituencies throughout the state). It is important to note that there is considerable variation in opinion about the appropriateness of institutionally sponsored off-campus learning within all four groups of campus chief executives (all four SD's are over 1.00), as indeed there is within every segment/constituent group considered in the study (all the "Should Be" standard deviations at the bottom of Tables 73 and 74 are over 1.00).

Institutional Accountability. In general, the presidents' "Is" ratings of the importance of Accountability/Efficiency are well above the corresponding ratings of the on-campus groups, and fairly close to the perceptions of their respective governing board members. As for the "Should Be" scores, the highest of the four groups was from the UC chancellors, whose score (4.25) is much higher than those of the other UC constituencies, including not just the faculty (3.01) but also the samples of regents (3.85) and off-campus people (3.55). In the other three segments, the presidents' beliefs about the ("Should Be") importance of Accountability/Efficiency jibe almost exactly with the beliefs of their governing boards, and rather badly with the opinions of their faculties.

Chapter V

VIEWS ON SELECTED STATEWIDE POLICY ISSUES

The objective in this short chapter is to summarize the ratings given to the ten statements relating to state higher education policy alternatives that were added to the IGI. Written by the project staff, these statements were meant to survey opinion within the state's academic communities about issues judged to be significant for higher education generally in the state.

While some of the ten issues and policy concepts may not seem in the nature of goals, they were nonetheless written in the format of the goal statements in the IGI in order to take advantage of the available answer space in the IGI booklet (p. A10) and the standard IGI data analysis routines.

Two kinds of summary data are given in Table 82 for each of 26 segment/constituent groups for each of the ten statements. The figures in the upper row of each pair are item means.[1] They may range between 1.0 and 5.0 and can be interpreted in the terms of the IGI response format--2.0, "of low importance;" 3.0, "of medium importance;" 4.0, "of high importance;" and so forth. The higher the item mean, in short, the greater the "Should Be" importance of the topic in the opinion of the respondent group in question.[2] The lower row of entries for each statement are item standard

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[1] Computational illustrations are on page C3.

[2] Only "Should Be" ratings were asked for. See page A12.

TABLE 82 "SHOULD BE" RATINGS ON STATE POLICY GOAL STATEMENTS FOR SEGMENT/ CONSTITUENT GROUPS; ITEMS MEANS AND STANDARD DEVIATIONS*

	Faculty				Undergraduates					Graduates			Administrators				Presidents, Chancellors				Governing Board Members		Community People			
	UC	CSUC	CC	PI	UC UDS	CSUC UDS	PI UDS	CC DS	CC ES	UC	CSUC	PI	UC	CSUC	CC	PI	UC	CSUC	CC	PI	CC TR	PI TR	UC	CSUC	CC	PI
101. to establish a program in the state under which students are given grants (or vouchers) that may be used for attending any college in the state (public or private)...	2.5	2.8	2.7	4.0	3.7	3.7	4.0	3.9	3.6	3.3	3.3	3.9	2.7	2.7	2.1	4.1	2.0	1.9	2.0	4.2	2.4	3.4	2.9	3.0	3.1	3.4
	1.3	1.3	1.4	1.2	1.1	1.1	1.1	1.0	1.2	1.3	1.3	1.2	1.2	1.2	1.3	1.1	.8	1.1	1.1	.9	1.3	1.5	1.3	1.3	1.3	1.4
102. to enable and encourage collective bargaining on the part of faculty in California colleges (through a faculty union or other faculty association)...	3.2	3.6	3.6	3.0	3.4	3.4	3.2	3.3	3.1	3.5	3.2	3.3	2.5	2.8	2.4	2.2	1.3	1.3	1.6	1.8	2.0	1.9	2.4	2.5	2.7	2.5
	1.4	1.4	1.3	1.3	1.0	1.1	1.1	1.0	1.2	1.1	1.2	1.2	1.6	1.9	1.2	1.1	.5	.5	.8	.7	1.1	1.0	1.2	1.3	1.2	1.2
103. to substantially modify (or abolish) current provisions for lifetime tenure for faculty...	2.1	2.4	2.5	2.9	3.5	3.6	3.5	3.4	3.3	3.3	3.5	3.4	2.8	2.9	3.0	3.7	2.7	2.1	3.2	3.5	3.6	3.6	3.5	3.4	3.3	3.4
	1.2	1.4	1.3	1.4	1.2	1.2	1.2	1.2	1.3	1.3	1.9	1.2	1.2	1.4	1.3	1.3	1.3	.8	1.2	1.3	1.3	1.3	1.3	1.4	1.3	1.3
104. to provide to students the option of obtaining a Bachelor's degree in three normal academic years...	3.0	3.0	3.0	3.2	3.7	3.8	3.7	3.8	3.9	3.3	3.6	3.7	3.5	3.5	3.0	3.7	3.2	3.6	3.3	3.6	3.2	3.4	3.7	3.6	3.5	3.3
	1.2	1.2	1.3	1.2	1.0	1.1	1.1	1.1	1.1	1.2	1.2	1.1	1.0	1.1	1.3	1.1	.7	1.1	1.1	.8	1.3	1.1	1.1	1.1	1.2	1.1
105. to make the first two years of higher education at all public institutions tuition free...	3.6	3.1	3.1	2.6	3.8	3.4	3.6	3.8	3.7	3.7	3.2	3.4	3.4	3.0	3.2	2.1	4.5	3.6	3.3	1.9	2.9	2.0	2.9	2.9	3.1	2.5
	1.4	1.5	1.4	1.4	1.3	1.4	1.4	1.2	1.3	1.4	1.5	1.4	1.3	1.3	1.4	1.3	.5	1.3	1.4	.9	1.4	1.2	1.5	1.5	1.5	1.4
106. to require all students who attend the University or the State University and Colleges to pay some portion of the costs of their education (not to exceed 25%)...	2.1	2.7	3.0	3.1	2.6	2.8	3.0	3.1	3.2	2.5	2.8	2.8	2.2	2.8	3.0	3.6	1.5	2.6	2.6	3.9	3.2	3.5	3.3	3.4	3.4	3.6
	1.2	1.4	1.4	1.3	1.2	1.3	1.2	1.3	1.3	1.3	1.3	1.3	1.1	1.3	1.3	1.3	.5	1.2	1.1	1.1	1.4	1.3	1.3	1.2	1.3	1.3
107. to allow persons otherwise qualified to attend a college or a university even though they lack a high school diploma...	3.5	3.6	3.7	3.6	3.8	3.6	3.6	3.6	3.7	3.7	3.6	3.5	3.5	3.5	4.0	3.8	4.0	3.4	4.2	3.5	3.5	3.1	3.4	3.4	3.5	3.3
	1.1	1.2	1.1	1.2	1.1	1.2	1.2	1.2	1.3	1.1	1.2	1.3	1.1	1.0	1.0	.9	1.2	1.3	.1	1.0	1.1	1.1	1.3	1.2	1.2	1.2
108. to encourage colleges in a given region to cooperate in the sharing of facilities and staff, and in the cross-enrollment of students (enrollment in classes at more than one school at a time)..	3.0	3.4	3.5	3.5	3.7	3.7	3.8	3.6	3.5	3.6	3.7	3.8	3.2	3.6	3.7	3.7	3.0	3.6	3.6	3.8	3.6	3.3	3.5	3.5	3.4	3.5
	1.1	1.1	1.1	1.1	.9	1.0	1.0	1.1	1.2	1.0	1.1	1.0	1.0	1.0	1.0	1.1	1.0	1.3	1.1	.7	1.0	1.2	1.0	1.1	1.2	1.1
109. to require all undergraduates in public higher education to take their freshmen and sophomore years at a community college...	1.6	1.8	2.9	1.6	2.0	2.5	1.9	2.7	2.7	1.9	2.5	1.9	1.5	1.9	2.8	1.9	1.4	1.6	3.3	1.7	2.3	1.6	2.2	2.3	2.3	2.0
	.9	1.0	1.3	.9	1.2	1.3	1.0	1.3	1.3	1.0	1.3	1.0	.8	1.0	1.4	1.1	.5	1.3	1.4	1.0	1.2	.9	1.1	1.2	1.3	1.2
110. to create a broadly representative board of citizens which would screen and present to the Governor nominees for statewide higher education boards (Regents, Trustees, Governors)..	3.8	3.8	3.6	3.4	4.0	3.8	3.4	3.5	3.5	3.8	3.7	3.5	3.5	3.7	3.4	3.5	3.7	3.0	3.2	3.6	3.2	3.0	3.7	3.6	3.5	3.3
	1.6	1.3	1.2	1.4	1.1	1.2	1.2	1.2	1.6	1.2	1.2	1.2	1.2	1.2	1.2	1.3	1.3	1.4	1.4	1.2	1.3	1.4	1.3	1.2	1.2	1.3

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* For each item, the top row of figures are item means, and the bottom row are item standard deviations.

deviations, which indicate the degree of variation in responses around the item mean; the larger the SD, the greater the spread of responses--the greater the disagreement about the importance of the topic within the group in question.

Generally, the number of respondents (not given in the table) in each of the 26 groups included in Table 82 are a fourth to a third smaller than the N's given in Appendix C and at the bottom of the tables in Chapter III. This is because a good many people in the survey, for whatever reasons, failed to respond to the material on the insert (the ten statements relating to state policy). So few UC Regents and CSUC Trustees responded to these items that their ratings were not tabulated.

Now, a brief summary of the highlights.

(101) Vouchers. Quite as expected, the constituent groups in the private sector rate this concept very high (around 4.0)--higher, in fact, than the rating given for any of the ten items. In the public sector, students give strong support, followed in descending order by off-campus people, faculty, administrators, and campus chief executives (whose ratings centered around 2.0--"of little importance").

(102) Collective Bargaining. The faculties, whose interests would chiefly be served by the policy, give moderate to fairly strong support, with the CSUC and CC faculties somewhat more in favor of collective bargaining on their campuses than the UC or PI professors. Of the remaining constituencies, students are the most supportive, followed by administrators and community people, with governing board members and campus chief executives recording the lowest ratings.

(103) *Tenure*. Low (item mean) scores indicate the opinion that current faculty tenure arrangements should *not* be altered. While the lowest scores in the table, perhaps naturally, are the faculties', there are differences from one segment to another, with the UC faculty the most protective (2.1) and professors in the private sector least protective (2.9). CC and PI governing board members, off-campus citizens, and undergraduate *and* graduate students quite strongly favor changes. Administrators occupy the middle ground (in reality as well as attitudinally, one supposes), although the sample of private college administrators rather strongly supports tenure reforms.

(104) *Three-Year BA*. Except for some reluctance from the faculties (understandable, given the tight academic job market), there is wide support for such a plan. Undergraduate ratings are the highest (around 3.8), with all the other segment/constituent groups (except faculties) following just below (around 3.5). The samples of private college presidents and administrators particularly like the idea.

(105) *Tuition-Free Public First Two Years*. The idea of making the first two years at all public colleges and universities tuition-free is of course warmly supported by undergraduates in all four segments. In the other constituencies, there is substantial variation, with respondents associated with the private colleges, very reasonably, the least in favor of the notion. Interestingly, the UC chancellors almost to a man (SD of only .5) profess extraordinary support. Off-campus citizens tend not to be notably enthusiastic about such a measure, although their opinions differ considerably (SD's of 1.5).

(106) Required Tuition at UC and CSUC. Generally there is not much variation across the 26 groups. The important exceptions are the UC chancellors who uniformly (SD, only .5) voice endorsement for the tuition-free public university (the tradition in the state). UC professors and administrators tend to the same position. Off-campus respondents rate the tuition policy higher than on-campus respondents (in the public sector), although the margins of difference are not large.

(107) Enrollment of Non-High School Graduates. Here again there is relatively little variation across the segment/constituent groups. Community college presidents and administrators strongly support the policy, which already applies to their campuses (for persons over age 18). In the UC and CSUC systems, where this policy might have some (small) impact, only the UC chancellors express unusual interest (item mean of 4.0).

(108) Regional Cooperation. Once again, this is a concept for which there is moderate to strong support generally throughout the state. Relative reluctance was registered by the UC faculty, chancellors, and administrators. Relative interest, for good reasons, was shown by the private college constituencies--with the apparent exception, significantly, the trustees.

(109) Required Lower Division Enrollment at Community Colleges. Of the ten stated policy alternatives considered, this one clearly drew the least support. While the ratings of the CC constituencies are the highest, they range around (only) the "moderate" level of importance (about 3.0), and there is considerable divergence of opinion about the idea within each community college group (SD's of 1.3 and 1.4).

(110) Screening of Governing Board Nominees. By contrast, this proposal, of the ten presented, generated the strongest support throughout the state's academic communities. Sentiment for this notion, which would mean that the Governor would not have total freedom to select nominees for the UC Board of Regents, CSUC Board of Trustees, and the Community College Board of Governors, tended to be strongest in the UC segment and weakest in the community colleges, although these differences were generally quite small. (The proposal has little or no meaning for the private sector.)

Chapter VI

SUMMARY AND IMPLICATIONS

Overview and Summary Analyses

We described in Chapter I some of the background of the survey, focusing on the desire of the Joint Committee on the Master Plan to include all the state's colleges and universities in a cooperative project to define goals for higher education in California, and the availability of a newly developed Institutional Goals Inventory (IGI)from Educational Testing Service as a means for implementing the project. The objectives of the undertaking were fourfold: (1) to gather relevant data from the state's campuses for use by the Joint Committee in preparing a statement of purposes for higher education in California; (2) to survey lay citizens, for the same reason; (3) to enable a great many people associated with the state's colleges and universities--close to 24,000--to register their opinions about higher educational goals, and (4) to provide an opportunity for each campus to engage in an internal self study of campus goals. We discussed two potential limitations on the study: (1) the variation in campus data collection procedures owing to the flexibility-within-guidelines survey plan; and (2) the relative difficulty encountered in surveying off-campus people.

In Chapter II most of the methodological aspects of the project

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[1] To include samples of faculty upper division and graduate students (day and evening students at the community colleges), administrators, governing board members at the community and private colleges, and a sample cross-section of community people living near the campus.

were set forth. The Institutional Goals Inventory was described from the standpoints of its purpose--to assist colleges in defining their goals; development--the product of two earlier pilot studies; and item contents and theoretical basis--90 goal statements centering on 13 "outcome" goals and seven "process" goals. A data collection chronology was detailed, beginning with cooperative planning involving the staff of the Joint Committee and the present writer, and ending with the forwarding of IGI score reports to the participating institutions, the direct mail survey of campus chief executives as well as UC regents and CSUC trustees, and the formation of a technical liaison committee for reviewing proposed analytic strategies and the draft report. Next, the several data analysis procedures used in the study were outlined. Finally a detailed explanation of the entries in the tables in Chapter III was given for the reader who wishes a more or less complete understanding of all the results from the survey.

Then in the lengthy Chapter III we laid out the basic results of the study, with the data and accompanying discussion organized by type of goal--beginning with the several instructional goals and ending with "institutional accountability" as a possible college ("process") goal. For each of the 20 goals, or "goal areas," as we have called them, results in the form of average perceptions of both the current "Is" importance of the goal on the respondent's campus as well as his opinion about the "Should Be" importance of the goal are given. For each kind of goal, the data are presented by segment/constituent group--that is, separate results for faculty, students, and so forth, in each of the four California higher education segments (UC, CSUC, community colleges, private institutions).

"Is" and "Should Be" scores for each campus constituent group are plotted,[2] thus showing for each goal the distribution of beliefs by campus for the constituency (e.g., UC faculty) being considered. Summary data are given in the form of means and standard deviations, separately using (1) the institution and (2) the individual respondent as the unit of analysis. In an additional analysis, the faculty and student data were weighted to adjust for differences in campus size.[3]

In Chapter IV the results from the UC chancellors and the CSUC, community college, and private institution presidents were presented and discussed. Finally in Chapter V the ratings on the ten specially written statements relating to various statewide higher education policy alternatives were given, with the data organized according to 26 segment/constituent groups (UC faculty, community college governing board members, and so forth).

For this concluding chapter, we have assembled the key data from Chapters III and IV into six tables designed to variously summarize the main findings from the survey and provide a starting point for considering some of the possible implications of the findings.

Tables 83 through 86 show how each of the seven constituencies associated with each segment rank the 20 general institutional goals (included in the IGI) in terms of the importance they believe their campuses *should* attach to each goal. The entries are the unweighted means based on individuals (rather than institutions) as the unit of analysis. Thus the top left entry in Table 83, "Int Orien" (*Intellectual Orientation*) under Faculty corresponds to the FAC mean "Should Be" (M SB) score of 4.25 at the bottom of Table 5 in Chapter III.[4]

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[2] Because of the great number of community colleges in the study, only the three highest and three lowest "Is" and "Should Be" campus constituent groups were plotted.

[3] This rather expensive analysis proved not to be cost effective. Differences between weighted and unweighted mean scores seldom exceeded .1 of a score point.

The key to the entries in the tables is the following:

IGI Goal Area

Ac Dev - Academic Development
Int Orien - Intellectual Orientation
Ind Dev - Individual Personal Development
Hum/Alt - Humanism/Altruism
Cul Awar - Cultural/Aesthetic Awareness
Tra Rel - Traditional Religiousness
Voc Prep - Vocational Preparation
Adv Tr - Advanced Training
Res - Research
MLN - Meeting Local Needs
Pub Ser - Public Service
Soc Egal - Social Egalitarianism
Soc Crit - Social Criticism/Activism

Fr - Freedom
Dem Gov - Democratic Governance
Comm - Community
Int Envir - Intellectual/Aesthetic Environment
Innov - Innovation
O-C Learn - Off-Campus Learning
Account - Accountability/Efficiency

In perusing these tables, one sees that certain of the goals are rated very high by most all the constituencies in all four segments. *Intellectual Orientation*, as a student outcome goal, and *Community*, as an

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[4] Thus in addition to indicating relative preference among the goals, the tables also show the (average) *rating* of (preferred) importance given each goal by the segment/constituent groups. An IGI score of 1.0 means "of no importance, or not applicable;" 2.0, "of low importance;" 3.0, "of medium importance;" 4.0, "of high importance;" 5.0, "of extremely high importance." The number of respondents in each group is given at the bottom of the tables in Chapter III.

Table 83 "Should Be" Ranking of Goal Areas: University of California Constituencies

Constituency: IGI Score	FACULTY	UPPER DIVISION STUDENTS	GRADUATE STUDENTS	ADMINISTRATORS	CHANCELLORS	REGENTS	COMMUNITY PEOPLE
4.5					Comm Int Orien	Adv Tr	
4.4							
4.3					Res Int Envir	Comm	
4.2	Int Orien			Comm Int Orien	Innov,Account Adv Tr		
4.1	Comm	Comm Fr	Int Orien Comm Fr	Adv Tr		Res	Comm Int Orien
4.0	Int Envir,Fr Adv Tr	Int Orien Ind Dev	Int Envir	Res,Int Envir Fr,Ac Dev	Fr Ac Dev		
3.9	Res Ac Dev	Int Envir Dem Gov, Innov	Adv Tr Dem Gov			Int Orien Ac Dev	Int Envir Ind Dev Adv Tr
3.8		Adv Tr Hum/Alt	Innov Ind Dev	Ind Dev	Ind Dev	Account Int Envir	Voc Prep
3.7		Pub Ser Voc Prep	Res Ac Dev,	Innov Dem Gov	MLN	Ind Dev	Ac Dev Res
3.6	Innov,Dem Gov	Res,Soc Crit	Pub Ser Hum/Alt	Pub Ser Account	Hum/Alt	Fr	Hum/Alt Innov
3.5		Ac Dev MLN	Voc Prep Soc Crit	Voc Prep MLN Hum/Alt	Pub Ser Dem Gov	Voc Prep	Account MLN Dem Gov
3.4	Ind Dev		MLN		Voc Prep	MLN Innov	Pub Ser
3.3	Pub Ser	Cul Awar O-C Learn	Cul Awar				Fr
3.2	Hum/Alt Cul Awar MLN	Account Soc Egal		Cul Awar	Cul Awar	Hum/Alt	Cul Awar
3.1	Voc Prep		Account O-C Learn	Soc Crit		Dem Gov Pub Ser	Soc Crit
3.0	Account		Soc Egal		O-C Learn Soc Crit		O-C Learn Soc Egal
2.9	Soc Crit			O-C Learn			
2.8				Soc Egal	Soc Egal		
2.7						Cul Awar O-C Learn	
2.6	O-C Learn						
2.5	Soc Egal						
2.4							
2.3						Soc Egal	
2.2						Soc Crit	
2.1							
2.0							Tra Rel
1.9						Tra Rel	
1.8							
1.7		Tra Rel					
1.6							
1.5			Tra Rel				
	Tra Rel			Tra Rel			
					Tra Rel		

Table 84 "Should Be" Ranking of Goal Areas: California State Univ. and Colleges Constituencies

Constit-uency: IGI Score	FACULTY	UPPER DIVISION STUDENTS	GRADUATE STUDENTS	ADMINIS-TRATORS	PRESIDENTS	TRUSTEES	COMMUNITY PEOPLE
					Int Orien		
4.5							
4.4					Comm		
4.3	Int Orien Comm			Comm		Comm	
4.2			Int Orien	Int Orien	Ind Dev		
4.1		Comm Ind Dev	Comm		Int Envir Innov		Int Orien
4.0	Int Envir	Int Orien Voc Prep	Ind Dev	Int Envir	Account Ac Dev	Account	Comm Voc Prep
3.9	Ac Dev, Ind Dev Fr	Fr Int Envir	Voc Prep Adv Tr	Ind Dev Ac Dev, Dem Gov, Innov	MLN	Voc Prep	Ind Dev
3.8	Dem Gov Innov	Adv Tr, Innov Dem Gov	Int Envir Fr	Fr	Fr, Dem Gov Voc Prep	Int Orien	Ac Dev
3.7		Hum/Alt Pub Ser	Innov Ac Dev Dem Gov	Voc Prep Account	Pub Ser	Ac Dev	Account Int Envir
3.6	Hum/Alt	Ac Dev MLN Soc Crit	Hum/Alt, MLN	MLN Hum/Alt, Pub Ser	O-C Learn	Int Envir	Hum/Alt, MLN
3.5	Voc Prep MLN Pub Ser		Pub Ser				Adv Tr Innov
3.4	Cul Awar	Res Soc Egal	Res Account		Hum/Alt		Dem Gov Pub Ser
3.3	Adv Tr	Account O-C Learn	Soc Crit	Cul Awar	Cul Awar	Ind Dev	
3.2	Res, Soc Crit	Cul Awar	Cul Awar Soc Egal	Adv Tr		MLN	Fr
3.1	Account		O-C Learn	Soc Crit O-C Learn	Adv Tr		Soc Egal Res
3.0	Soc Egal			Soc Egal Res	Soc Crit	Adv Tr Innov	Cul Awar O-C Learn
2.9	O-C Learn				Res	Fr, Dem Gov	Soc Crit
2.8					Soc Egal	Hum/Alt	
2.7							
2.6						Pub Ser	
2.5						O-C Learn	
2.4						Cul Awar Soc Egal	
2.3							
2.2							
2.1						Res	Tra Rel
2.0							
1.9		Tra Rel				Soc Crit	
1.8							
1.7			Tra Rel			Tra Rel	
1.6				Tra Rel			
1.5	Tra Rel						

Tra Rel

Table 85 "Should Be" Ranking of Goal Areas: Community College Constituencies

Constituency:	FACULTY	DAY STUDENTS	EVENING STUDENTS	ADMINISTRATORS	PRESIDENTS	TRUSTEES	COMMUNITY PEOPLE
IGI Score					Voc Prep		
4.5				Voc Prep	Comm		
4.4					Ind Dev	Voc Prep	
4.3	Comm Voc Prep		Voc Prep	Comm Ind Dev	MLN	Comm	
4.2		Voc Prep			Innov Int Orien		Voc Prep
4.1	Ind Dev	Ind Dev		MLN	Soc Egal Int Envir	Ind Dev	
4.0	Int Orien MLN	Comm	Ind Dev	Innov Int Orien	Dem Gov	Account MLN	Ind Dev, Comm
3.9	Dem Gov Innov	Int Orien	Comm Int Orien	Soc Egal Dem Gov Int Envir	Hum/Alt Account	Int Orien	Int Orien
3.8	Int Envir Soc Egal	Fr Dem Gov	Ac Dev	Account Hum/Alt	Fr	Int Envir	
3.7	Fr Hum/Alt	Hum/Alt, Int Envir Ac Dev, Soc Egal	MLN Hum/Alt Soc Egal,		Ac Dev	Dem Gov Innov	MLN Ac Dev Int Envir
3.6	Ac Dev	Innov MLN, Pub Ser	Int Envir Dem Gov Innov	Ac Dev		Ac Dev, Soc Egal	Account Hum/Alt
3.5		Soc Crit	Pub Ser Fr Account	Fr Pub Ser	Pub Ser		Soc Egal, Dem Gov, Inno
3.4	Account Pub Ser	Account					Pub Ser
3.3	Cul Awar	Adv Tr O-C Learn	Adv Tr Soc Crit		Cul Awar	Hum/Alt Fr	
3.2		Cul Awar Res	O-C Learn Res	Cul Awar		Pub Ser	Fr
3.1	Soc Crit		Cul Awar	Soc Crit	Soc Crit		Cul Awar
3.0					O-C Learn	Cul Awar	Soc Crit
2.9							O-C Learn
2.8							Adv Tr
2.7				O-C Learn			Res
2.6	O-C Learn					Soc Crit	
2.5						O-C Learn	
2.4							
2.3		Tra Rel	Tra Rel				
2.2							
2.1							Tra Rel
2.0							
1.9	Res					Res	
1.8						Adv Tr	
1.7	Adv Tr Tra Rel			Tra Rel Adv Tr	Tra Rel	Tra Rel	
1.6				Res			
1.5					Adv Tr		
					Res		

Table 86 "Should Be" Ranking of Goal Areas: Private Institution Constituencies

Constit-uency: IGI Score	FACULTY	UPPER DIVISION STUDENTS	GRADUATE STUDENTS	ADMINIS-TRATORS	PRESIDENTS	TRUSTEES	COMMUNITY PEOPLE
4.5							
4.4				Comm	Comm Int Orien		
4.3	Comm Int Orien			Ind Dev			
4.2		Ind Dev Comm	Int Orien	Int Orien		Comm	
4.1	Int Envir		Ind Dev Comm	Int Envir		Int Orien Ind Dev	Comm Int Orien Ind Dev
4.0	Ind Dev	Int Orien	Int Envir	Innov Hum/Alt	Ind Dev	Int Envir	
3.9	Ac Dev	Int Envir Dem Gov	Innov Fr	Dem Gov Ac Dev	Ac Dev Account Int Envir	Account Ac Dev	Int Envir
3.8	Hum/Alt Innov Dem Gov	Innov,Fr Hum/Alt	Dem Gov, Hum/Alt	Account	Innov Hum/Alt,Fr Dem Gov		Ac Dev Hum/Alt
3.7	Fr	Ac Dev	Ac Dev	Fr		Hum/Alt	Account
3.6				Cul Awar			Voc Prep
3.5	Cul Awar	Voc Prep Account	Cul Awar			Innov Cul Awar	Innov MLN
3.4	Account	Cul Awar Soc Crit	Voc Prep Soc Crit	MLN		Dem Gov	Dem Gov
3.3		MLN	Account Pub Ser		Cul Awar		Cul Awar
3.2		Pub Ser Adv Tr O-C Learn	MLN Adv Tr O-C Learn	Voc Prep		Tra Rel	Pub Ser
3.1	MLN,Soc Crit	Soc Egal	Soc Egal	Pub Ser Soc Crit	MLN Voc Prep	MLN Fr	Fr Adv Tr
3.0	Pub Ser Voc Prep	Res		O-C Learn	Soc Crit Pub Ser	Voc Prep	Soc Crit
2.9	Soc Egal		Res			Pub Ser	Tra Rel, Soc Egal
2.8	Res,O-C Learn			Soc Egal		Soc Crit	Res O-C Learn
2.7				Tra Rel Res	O-C Learn Res		
2.6	Tra Rel	Tra Rel				Soc Egal	
2.5	Adv Tr			Adv Tr	Soc Egal	Adv Tr Res, O-C Learn	
2.4					Adv Tr		
2.3					Tra Rel		
2.2							
2.1			Tra Rel				
2.0							
1.9							
1.8							
1.7							
1.6							
1.5							

educational "process goal," are examples of what we will refer to as "consensus high importance goals." Other goals may be consistently ranked (and rated) quite high in one segment but not in the others; Advanced Training by the UC constituencies, Vocational Preparation in the community colleges, Individual Personal Development in the private colleges, would be examples. On the other hand, there are goals that are fairly consistently near the bottom of the rankings, and also low in terms of importance rating--though the latter tends to vary considerably by constituent group. Traditional Religiousness (as it should be in the public sector), Social Criticism, Social Egalitarianism, (except in the community colleges) Off-Campus Learning, and Accountability/Efficiency are examples.

It is interesting, and probably reasonable and to be expected, that students, and to some extent, community people, view the importance of the various goals in less differentiated fashion than do the other groups. That is, compared to the other constituencies, students and off-campus citizens have a less clear sense of priorities--of what should and should not be important. For the student groups, except for Traditional Religiousness, nearly all the goals are rated within a range of one score point (roughly 3.1 to 4.1). Of the constituent groups included in the study, governing board members (except in the private sector) easily have the sharpest sense of the relative importance of various institutional goals.

Table 87 gives both the "Should Be" and "Is" rankings of the 20 goal areas for the 28 segment/constituency groups. Here the data are organized first by constituency (faculty, undergraduates, etc.) and then by segment. The lower the number, the higher the rated importance of the

TABLE 87 "IS" AND "SHOULD BE" RANK ORDERS OF 20 IGI GOAL AREAS
FOR 28 SEGMENT/CONSTITUENT GROUPS

		Faculty				Undergraduates					Graduates			Administrators				Presidents, Chancellors				Governing Board Members				Community People			
		UC	CSUC	CC	PI	UC UDS	CSUC UDS	PI UDS	CC DS	CC ES	UC	CSUC	PI	UC	CSUC	CC	PI	UC	CSUC	CC	PI	UC RG	CSUC TR	CC TR	PI TR	UC	CSUC	CC	PI
1. Academic Development	SB	7	4	12	5	14	12	9	9	5	10	9	9	6	5	12	8	9	7	13	4	5	5	10	6	7	5	6	5
	IS	4	1	4	1	3	1	1	1	1	3	1	3	3	1	4	1	5	4	4	2	5	2	8	3	2	1	1	2
2. Intellectual Orientation	SB	1	1	4	2	3	3	3	4	4	1	1	1	2	2	6	3	2	1	6	2	4	4	6	2	2	1	4	2
	IS	7	6	11	5	7	5	3	8	7	7	5	5	5	5	10	6	6	6	10	3	8	6	11	5	6	7	8	4
3. Individual Personal Development	SB	10	5	3	4	4	2	1	2	2	8	3	2	8	4	3	2	10	3	3	3	8	7	3	3	4	4	2	3
	IS	14	9	8	4	18	18	7	10	10	18	17	8	13	10	8	5	10	9	7	5	11	11	6	2	17	10	10	5
4. Humanism/Altruism	SB	12	9	11	6	9	10	8	7	7	12	11	8	15	12	11	6	12	14	10	8	13	13	12	7	9	8	9	6
	IS	16	11	13	10	16	14	10	14	12	15	15	9	15	14	13	9	16	13	13	7	14	10	13	7	10	8	13	7
5. Cultural/Aesthetic Awareness	SB	13	13	15	10	16	19	12	18	19	16	17	10	16	14	15	11	16	15	15	11	16	16	15	9	16	17	15	12
	IS	15	10	14	11	12	10	11	13	14	14	13	10	14	9	15	10	17	15	15	11	17	16	15	10	14	15	14	9
6. Traditional Religiousness	SB	20	20	20	19	20	20	20	20	20	20	20	20	20	20	18	18	20	20	18	20	20	20	20	11	20	20	20	17
	IS	20	20	20	12	20	20	13	20	20	20	20	20	20	20	20	16	20	20	18	20	20	20	20	12	20	20	20	13
7. Vocational Preparation	SB	15	10	2	15	11	4	10	1	1	13	4	11	13	9	1	13	15	11	1	13	10	3	1	14	6	3	1	8
	IS	13	7	1	14	14	8	17	2	2	12	8	15	16	11	1	13	13	12	1	13	15	7	2	14	16	12	2	14
8. Advanced Training	SB	5	14	19	20	8	7	16	16	15	5	5	16	3	15	19	20	7	16	19	19	1	9	19	18	5	10	18	15
	IS	2	14	19	20	2	4	14	16	16	2	3	13	2	13	18	20	2	19	19	17	1	13	19	18	3	9	17	15
9. Research	SB	6	15	18	18	12	15	19	19	18	9	14	19	4	19	20	19	3	18	20	17	3	18	18	19	8	16	19	19
	IS	1	17	18	18	1	7	19	17	17	1	9	18	1	17	19	18	1	17	20	16	2	19	18	20	1	17	18	19
10. Meeting Local Needs	SB	14	11	5	12	15	13	14	12	6	15	12	15	14	11	4	12	11	8	4	12	11	8	5	12	12	9	5	10
	IS	12	8	2	13	9	9	12	6	6	8	7	12	12	7	2	12	12	10	3	12	10	15	3	13	11	11	5	12
11. Public Service	SB	11	12	14	14	10	11	15	13	12	11	13	14	11	13	14	14	13	12	14	15	15	14	14	15	14	13	13	13
	IS	11	15	15	17	11	15	18	15	15	10	14	17	11	15	14	15	14	11	14	15	13	12	14	15	12	16	15	17
12. Social Egalitarianism	SB	19	18	9	16	19	16	18	10	8	19	18	18	19	18	7	17	19	19	7	18	18	17	11	17	19	15	10	18
	IS	18	16	3	16	17	12	15	7	9	16	12	14	18	18	5	19	18	18	8	19	18	17	10	17	19	18	11	18
13. Social Criticism/Activism	SB	17	16	16	13	13	14	13	14	16	14	16	12	17	16	16	15	18	17	16	14	19	19	16	16	17	19	16	16
	IS	17	18	16	15	15	17	16	18	18	17	18	16	17	16	16	14	15	14	16	14	19	14	16	16	13	13	16	16
14. Freedom	SB	4	6	10	9	2	5	7	5	13	3	7	6	7	8	13	10	8	9	12	9	9	11	13	13	15	14	14	14
	IS	3	3	5	3	5	2	4	3	4	5	4	2	4	2	7	4	3	1	5	4	6	1	9	11	4	2	6	11
15. Democratic Governance	SB	9	7	6	8	6	9	5	6	10	6	10	7	10	6	8	7	14	10	9	10	14	12	8	10	13	12	11	11
	IS	10	5	9	9	13	13	9	9	8	13	10	7	10	3	6	8	11	2	6	6	12	8	5	8	8	4	7	10
16. Community	SB	2	2	1	1	1	1	2	3	3	2	2	3	1	1	2	1	1	2	2	1	2	1	2	1	1	2	3	1
	IS	8	4	7	2	8	6	2	4	3	9	6	1	7	4	3	3	4	3	2	1	3	3	1	1	15	3	3	1
17. Intellectual/ Aesthetic Environment	SB	3	3	8	3	5	6	4	8	9	4	6	4	5	3	9	4	4	4	8	6	7	6	7	4	3	7	7	4
	IS	6	12	12	7	6	11	5	12	11	6	11	4	6	8	12	7	7	8	12	9	4	5	7	4	5	6	9	3
18. Innovation	SB	8	8	7	7	7	8	6	11	11	7	8	5	9	7	5	5	5	5	5	7	12	10	9	8	10	11	12	9
	IS	9	18	10	8	10	16	8	11	13	11	16	6	9	12	11	2	9	5	11	8	9	9	12	9	7	14	12	8
19. Off-Campus Learning	SB	18	19	17	17	17	18	17	17	17	18	19	17	18	17	17	16	17	13	17	16	17	15	17	20	18	18	17	20
	IS	19	19	17	19	19	19	20	19	19	19	19	19	19	19	17	17	19	16	17	18	16	18	17	19	18	19	19	20
20. Accountability/Efficiency	SB	16	17	13	11	18	17	11	15	14	17	15	13	12	10	10	9	6	6	11	5	6	2	4	5	11	6	8	7
	IS	5	2	6	6	4	3	6	5	5	4	2	11	8	6	9	11	8	7	9	10	7	4	4	6	9	5	4	6

goal, either in terms of "Should Be" opinion (the upper figure of each pair) or perceived level of present importance (the lower figure).

The entries in this table enable one readily to identify goals for which there are discrepancies between "Is" perceptions and "Should Be" beliefs for particular constituent groups. To the extent the two numbers (ranks) in given pair differ, the people in the constituency would tend to want a change, a reordering of the priorities. Some of the clearest instances: students on *Individual Personal Development* and *Academic Development*; faculty on *Intellectual/Aesthetic Environment* and *Accountability/Efficiency*; administrators on *Freedom*;[5] community people on *Vocational Preparation*, *Freedom*, and *Individual Personal Development*.[6]

It is also interesting and perhaps instructive to compare ranks across constituent groups. Sizeable discrepancies indicate conflicts of interest and potential campus discord: UC faculty and students on *Individual Personal Development*, CSUC and PI faculty and students on *Vocational Preparation*, students and governing board members on *Democratic Governance*, faculty and governing board members on *Accountability*.

Another way of summarizing the extent of agreement about priorities between segment/constituent groups is by means of the rank order correlations given in Table 88. For this final analysis, such correlations (Spearman's *rho*) were calculated between the "Should Be" rank orders (directly from Table 87) for each pair of constituent groups, with

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[5] Although their actual "Should Be" ratings tend to be slightly higher than their "Is" scores (see Tables 53 and 54).

[6] What, one wonders, is the meaning of the public's strong support for human development as a college goal, together with the low regard for freedom as a quality of campus life? Seemingly the (adult) citizenry would like a pattern of "human development" that is somewhat prescribed.

TABLE 88 RANK ORDER CORRELATIONS BETWEEN CONSTITUENT GROUP "SHOULD BE" GOAL AREA RANKINGS, BY SEGMENT

University of California

	FAC	UDS	GS	ADM	CHAN	RG	COM
FAC	--	.84	.96	.95	.85	.78	.77
UDS		--	.94	.78	.64	.54	.68
GS			--	.91	.77	.69	.74
ADM				--	.90	.90	.85
CHAN					--	.89	.81
RG						--	.86
COM							--

California State Univ. & Colleges

	FAC	UDS	GS	ADM	PRES	TR	COM
FAC	--	.83	.86	.93	.81	.66	.74
UDS		--	.96	.79	.68	.66	.74
GS			--	.82	.73	.76	.83
ADM				--	.94	.82	.82
PRES					--	.84	.78
TR						--	.92
COM							--

Community Colleges

	FAC	DS	ES	ADM	PRES	TR	COM
FAC	--	.89	.89	.97	.97	.91	.89
DS		--	.89	.80	.82	.77	.82
ES			--	.87	.87	.84	.94
ADM				--	1.00	.94	.90
PRES					--	.92	.89
TR						--	.95
COM							--

Private Institutions

	FAC	UDS	GS	ADM	PRES	TR	COM
FAC	--	.92	.92	.97	.94	.89	.87
UDS		--	.98	.95	.90	.81	.86
GS			--	.94	.88	.78	.83
ADM				—	.95	.91	.89
PRES					--	.90	.91
TR						--	.91
COM							--

the procedure repeated for each of the four segments.

The higher the *rho*--up to the upper limit of .99 or 1.00, the greater the similarity of the rank orders for the two groups in question. A value of 1.00 indicates perfect correlation, or, here, identical rank orderings of the 20 goals in terms of "Should Be" importance; this was the case only for the community college administrators and presidents.

The correlations are generally higher among the community college and private institution constituencies than they are in the University and CSUC segments. This means that there is less agreement among the constituencies in the two senior public sectors--they are less "together," in the argot of the day--about what goals their campuses should serve. The correlations for the community and private colleges tend to be high indeed; only one *rho* in each matrix is below .80--both involving trustees and students.

The lower correlations for the UC and CSUC segments are evidence of conflicts of interest, of constituencies at cross purposes with one another. In both segments, of the six correlations involving upper division students, four are below .80. For both the UC regents and the CSUC trustees, the wide *variation* in correlations is significant. For the sample of regents, they range from highs of .90 and .89 with administrators and presidents respectively, to a low of .54 with the undergraduates (the lowest *rho* in the four matrices). For the sample of CSUC trustees, the range is from .92 with the off-campus public to identical .66's with the faculty and undergraduates.

General Implications for Policy

What are we to conclude from all the results of the survey? What are the implications for higher education policy in the state? The data, we think, "speak for themselves," although what the data say will mean different things to different readers. In a spirit of seeking for useful ideas and insights, we urge readers to study the tables and draw their own conclusions and meanings, both for individual campuses and statewide systems. In the balance of this chapter, five general implications that seem important to this writer are set forth.

(1) Diversity and homogeneity in multi-campus systems. From the campus "Is" plots in Chapter III, one gains the impression of substantial existing similarity or homogeneity among the component institutions in the three public sectors. This conclusion is strengthened, certainly, when the distributions of the public campuses are compared to the private institutions (the SD(1) IS's for the private institutions are invariably much higher, for all constituencies on all goals).

Furthermore, and possibly of greater significance, the "Should Be" pressures are generally in the direction of greater homogeneity. For example, the eight UC faculty "Should Be" plots are closer together than the corresponding "Is" plots for 15 of the 20 goal areas (of the remaining five, two are ties). For the CSUC faculties, there is greater "Should Be" homogeneity on 13 of the goals (with one tie); community college faculties, 14; private institutions 12 (and one tie). These pressures are not limited to faculties, as the reader should discern for himself by looking again at the distributions of campus plots in the tables in Chapter III. (The "Should Be" plots for the CSUC administrator samples, as another example, are more homogeneous for 16 of the 20 goal areas.)

We would argue that homogeneity--similarity of institutions--is not in the interests of students in a diverse, pluralist society, nor is it probably in the interests of economy and efficiency. At the risk of some oversimplification, the internal pressures (mainly faculty and administrator) seem to be in the direction of making every public (four year) campus into a "general" campus. The rhetoric of the "general" or "balanced" campus--to be like Berkeley--seems designed more to serve the interests of the academics than the interests of students and the public. The best case for the "general" AB-MA degree campus can perhaps be made for institutions located in outlying, sparsely populated areas, where a single college must meet a great variety of educational needs.

The alternative policy of course is one of institutional diversity and specialization. We should be quick to note that this has long been a policy of the Coordinating Council on Higher Education, and the University of California Board of Regents, with the chief result being that graduate professional schools have not been allowed to proliferate.

We would suggest that there be greater attention to planned diversity, that diversity among component campuses become a paramoung system purpose. The chief argument would be that student (and the state's) interests are better served by operating a limited number of excellent programs in a given field than by a much larger number of nominally similar programs, many of which sould be mediocre. For example, rather than the present situation, it would be better--all things considered--for there to be a dozen first-rate BS-MS physics programs in the public four-year institutions (e.g., to prepare high school physics teachers) and a half dozen similarly excellent doctoral programs in physics. Campuses should build on existing strengths; existing nuclei of faculty expertise and other resources could be augmented to create real centers of excellence; nominally similar programs at other campuses, especially campuses in the same metropolitan region could be phased out (transfering faculty and other resources to the augmented programs).

Besides the presence of specialized academic programs, there can be many other bases for institutional diversity--public and community service emphases, artistic and other cultural orientations, what we've called individual/personal development, and so forth. One general consideration in planning for diversity and institutional uniqueness, which has been realized to some extent on some California campuses, would be explicitly to create campuses--their curriculum, architecture, spirit or ethos--to reflect the unique configuration of economic, cultural, ethnic, and related factors that define the city or region in which the campus is located and in some degree serves.[7]

(2) Constituent group commitment to basic goals. We think it important that there be substantial commitment among the various constituencies to fundamental institutional goals (which does not mean thought control and down-the-line conformity). The contention is that broad acceptance of the general nature and mission of the institution (including its mission within a system of institutions) makes for internal loyalty, cooperation, morale--and better teaching, learning, and achievement of other campus goals.

The correlations in Table 88 for the community colleges and private institutions suggest already good levels of internal agreement about preferred

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[7] I have discussed elsewhere (Peterson, 1971b) some ideas for planning and coordinating post secondary education in metropolitan regions.

institutional priorities. The situation is less satisfactory for the two senior public sectors. The material in Tables 83 through 88 point to sources of agreement and disagreement generally in each segment. Individual campuses may be either more "together" or more divided, compared to the general pattern for the segment indicated in the Table 88 correlations.[8] We pointed in Chapter III to some of the campuses where differences among constituencies, on and off campus, seem especially serious.

The longer run is more important. What is needed is: (1) a comprehensive and farsighted conception of the purposes of higher education in California; (2) conceptions of purposes for the several systems that are mutually complementary, and consistent with that for the state overall; and (3) definitions of the goals for each of the component institutions that are consistent with both the segment and statewide conceptions. Ideally, as we have said, the process of defining mission, at all levels, should be participative, drawing on the ideas and beliefs of faculty, students, and staff, the campuses, governing board members, as well as interested lay citizens and their representatives.

Once the purposes and goals have been determined, work would begin toward building wide understanding and support for the goals conception among the constituencies on the campuses, and ensuring that it is ever-present benchmark for campus decisions and operations.

(3) Goals as dictating structure. Though not a conclusion derived from the survey, it is worth reiterating what we implied earlier, and what

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[8] Each campus, using their data from the survey, could easily calculate a correlation matrix similar to those in Table 88.

many modern organizational theorists are saying: that the goals of an institution should prescribe not only its functions (what it does), but also its structural (organizational) and governance (decision-making) procedures. The idea is that there should be a kind of internal coherence among all the elements of a campus' operations, with the policy-as-goals conception as the touchstone.

If we assume institutional diversity to be system policy, we would expect to find not just curricular specialization, but also a variety of organizational arrangements. Thus the college devoted to high-standards-preparation-for-graduate-work in the traditional academic sense could be organized along traditional department lines, with the preponderance of decision authority going to the resident academic professionals and (indirectly) their national guilds and associations. Campuses at which regional and community service is a high priority goal could be organized into multi-disciplinary social problem units, with relevant off-campus professionals having a strong advisory voice in campus affairs. Institutions emphasizing vocational preparation--training for more or less immediate entry into the job market--would be structured into general occupational fields, with campus work and on-the-job experience closely integrated, and with local employers heavily involved in campus planning. Several university campuses might be designated Graduate Centers, with their work centering on research, advanced graduate and professional training,[9] and participation in national and international intellectual communities; Rockefeller University is a possible model; a case can also be made (the public interest can be served),

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[9] In Table 88, the correlation between the "Should Be" goal rankings of UC faculty and UC graduate students was very high--.96(compared to a rho of .84 for UC faculty and undergraduates).

I think, by the state supporting an institution along the lines of the Institute for Advanced Study at Princeton, or the Institute for Advanced Study in the Behavioral Sciences in Palo Alto.

(4) The need for public understanding. It was clear from the results in Chapter III that the (local) citizenry is out of sympathy with what they perceive a number of the campuses to be doing. The difficulty is most serious with regard to "process goals"--such as freedom, participation, and other related aspects of campus life. Lay people, we contend, can understand and will accept institutional goals if campus officials will make the effort to communicate . The public can come to appreciate the value of the university, for example, as a social critic and source of ideas for social betterment, and the necessity for relative freedom, controversy, and participation on the campus as requisites for the intellectual development of students and their growth toward responsible adulthood in a free society.

On a different level, we would assert that the public at large deserves to be informed about the performance of the various units in the state's higher education system. If done openly and imaginatively, such rendering of account could lead beyond understanding and confidence on the part of the public to their active support for many of the objectives and ideals the state's colleges and universities may wish to work toward in the years ahead.

(5) Challenges to leadership. There would be many challenges to the leaders of the segments and campuses--if one assumes that the leadership

sees flaws in the present organization and delivery of higher education in the state, is not uncritical of a plan that stands after more than a decade of possibly unprecedented social change,[10] and in some degree aspires to make the state's colleges and universities an ever more perfect instrument for individual and social betterment.

There would be the kinds of challenges outlined just above: to create campuses that are truly distinctive, to articulate and build commitment to institutional goals, to develop structures and reach day-to-day decisions that are consistent with those goals, to build understanding between campus and community.

There would be other challenges to leadership: to invent decision-making procedures that are at once participative and efficient, to balance campus autonomy and system-wide coordination, to create--from the top down--a climate in which campus leaders can feel free to speak out and educational ideas and issues can be openly and constructively debated, to help build college communities in which people can work and learn with dignity, good will, and joy.

* * * * *

The survey has provided us with a wealth of information about what people in the state's academic communities believe their institutions should be attempting to accomplish. In general, there is substantial agreement between off-campus citizens and the various on-campus constituencies regarding the goals the campuses should work toward.

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[10] Many observers would maintain that the Donohoe Act, in 1960, only codified the ten existing status quo, and that the structure of California higher education has not really changed in many years--not since the rise of the junior colleges after World War II.

Almost all groups, throughout the four segments, attach very high importance to the goal of instilling in students an intellectual orientation--as a competency for rational analysis in problem situations and a commitment to continuous learning. (Mastery of a specific body or bodies of knowledge ranks much lower, particularly in the opinion of the students.) Students and community people also accord high value, as higher education goals, to (1) full development of the human personality, and (2) job training. University of California constituencies (with students somewhat an exception) give high rankings to advanced (graduate) training and research as institutional goals. These are the "outcome" goals judged to be most important.

Considered equal in importance to these substantive goals was the "process" goal that we have labelled "Community." It seems significant indeed that, regardless of which "outcome" goals are desired, there is universal agreement that campus life should be characterized by a sense of community--by cooperation, mutual helping, respect, trust.

In reaching understandings about purposes for higher education in California, there of course must be inputs other than the views of students and academic professionals. The total market for higher learning in the state needs to be determined; who (by age, for example) is desirous of learning what subjects in what settings? The market for trained and trainable manpower in the next decade or two needs to be predicted; what kinds of employers want what kinds of talent, and which organizations wish to do their own training (of the generally-educated college graduate, for example)? Possible relationships between the higher education establishment and various government, civic, and cultural agencies need to be explored; how can all these institutions cooperate to conduct the teaching, research, and public service needed by the state?

Many such questions, however, will be difficult to answer without a conception of what the social order will be like in the foreseeable future. We need to engage in some futuristics. And perhaps also in some ethics: What kind of society might we *want*? What values might we wish as guides to behavior? What aspirations would we want to motivate and give meaning to people's lives? Despite contentions to the contrary, I think we can be confident that a state's education system, if resourcefully planned and conducted, can contribute greatly toward realizing the future society. The task then is to try to imagine that good society, so that it can soon begin to animate the purposes and plans that are to guide California higher education in the years ahead.

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Appendix A

THE INSTITUTIONAL GOALS INVENTORY . . . . pp. A1 through A11

INSERT A: Goal statements related to state policy alternatives . . . . .p. A13

Additional background questions for faculty, students, trustees, and community people . . . . .p. A14

INSERT B: State policy goal statements (same as on Insert A, page A13).

Additional background questions for administrators . . . . .p. A15

Insert A, a single sheet printed on both sides, was inserted in all IGI's distributed to faculty, students, trustees, and community people.

Insert B, which contained the same state policy goal statements together with a slightly different set of background questions, was inserted in all IGI's distributed to administrators.

INSTITUTIONAL GOALS INVENTORY

(Form 1)

To the respondent:

Numerous educational, social, and economic circumstances have arisen that have made it necessary for many colleges and universities in America to reach clear, and often new, understandings about their goals. During the late 1960s there were new demands, especially from students, for colleges to assume new roles and serve new interests. Now, in the early 1970s, a widespread financial crisis is making it imperative for colleges to specify the objectives to which limited resources may be directed.

The Institutional Goals Inventory (IGI) was developed as a tool to help college communities delineate goals and establish priorities among them. The instrument does not tell colleges what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberations toward final definition of college goals.

The *Inventory* was designed to embrace possible goals of all types of American higher education institutions—universities, church-related colleges, junior colleges, and so forth. Most of the goal statements in the *Inventory* refer to what may be thought of as "output" or "outcome" goals—substantive objectives colleges may seek to achieve (e.g., qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to "process" goals—goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups—faculty, students, trustees, and so forth. In no instance will responses of individuals be reported. The *Inventory* should ordinarily not take longer than 45 minutes to complete.

DIRECTIONS

The *Inventory* consists of 90 statements of possible institutional goals. Using the answer key shown in the example below, you are asked to respond to each statement in two different ways:

First – How important *is* the goal at this institution at the present time?

Then – In your judgment, how important *should* the goal *be* at this institution?

EXAMPLE

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
to prepare students for graduate school...	is	1	●	3	4	5
	should be	1	2	3	●	5

In the example, the respondent has indicated that he believes the goal "to prepare students for graduate school" is presently of low importance at his institution, but that it should be of high importance.

- Unless you have been given other instructions, consider the institution as a whole in making your judgments.
- In giving *should be* responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.
- Please try to respond to every goal statement in the *Inventory*, by blackening one oval after *is* and one oval after *should be.*
- Use any soft lead pencil. Do not use colored pencils or a pen–ink, ball point, or felt tip.
- Mark each answer so that it completely fills (blackens) the intended oval. Please do not make checks (√) or X's.

- Additional Goal Statements (Local Option) (91–110): A section is included for additional goal statements of specific local interest or concern. These statements may be supplied locally. If none are supplied, leave them blank and go on to the Information Questions.
- Information Questions (111–117): These questions are included to enable each institution to analyze the results of the *Inventory* in ways that will be most meaningful and useful to them. Respond to each question that applies.
- Subgroups and Optional Information Questions (118–124): Instructions may be given for marking these items. If not, please leave them blank.

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page three

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance, or not applicable	of low importance	of medium importance	[illegible]	[illegible]
1.	to help students acquire depth of knowledge in at least one academic discipline...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
2.	to train students in methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
3.	to help students identify their own personal goals and develop means of achieving them...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
4.	to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
5.	to increase the desire and ability of students to undertake self directed learning...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
6.	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
7.	to develop students' ability to synthesize knowledge from a variety of sources...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
8.	to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
9.	to hold students throughout the institution to high standards of intellectual performance...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
10.	to instill in students a life-long commitment to learning...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
11.	to help students achieve deeper levels of self-understanding...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
12.	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5
13.	to help students be open, honest, and trusting in their relationships with others...	is	○ 1	○ 2	○ 3	○ 4	○ 5
		should be	○ 1	○ 2	○ 3	○ 4	○ 5

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
14.	to encourage students to become conscious of the important moral issues of our time...	is	1	2	3	4	5
		should be	1	2	3	4	5
15.	to increase students' sensitivity to and appreciation of various forms of art and artistic expression...	is	1	2	3	4	5
		should be	1	2	3	4	5
16.	to educate students in a particular religious heritage...	is	1	2	3	4	5
		should be	1	2	3	4	5
17.	to help students understand and respect people from diverse backgrounds and cultures...	is	1	2	3	4	5
		should be	1	2	3	4	5
18.	to require students to complete some course work in the humanities or arts...	is	1	2	3	4	5
		should be	1	2	3	4	5
19.	to help students become aware of the potentialities of a full-time religious vocation...	is	1	2	3	4	5
		should be	1	2	3	4	5
20.	to encourage students to become committed to working for world peace...	is	1	2	3	4	5
		should be	1	2	3	4	5
21.	to encourage students to express themselves artistically, e.g., in music, painting, film-making...	is	1	2	3	4	5
		should be	1	2	3	4	5
22.	to develop students' ability to understand and defend a theological position...	is	1	2	3	4	5
		should be	1	2	3	4	5
23.	to encourage students to make concern about the welfare of all mankind a central part of their lives...	is	1	2	3	4	5
		should be	1	2	3	4	5
24.	to acquaint students with forms of artistic or literary expression in non-Western countries...	is	1	2	3	4	5
		should be	1	2	3	4	5
25.	to help students develop a dedication to serving God in everyday life...	is	1	2	3	4	5
		should be	1	2	3	4	5
26.	to provide opportunities for students to receive training for specific occupational careers, e.g., accounting, engineering, nursing...	is	1	2	3	4	5
		should be	1	2	3	4	5

page five

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
27. to develop what would generally be regarded as a strong and comprehensive graduate school...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
28. to perform contract research for government, business, or industry...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
30. to develop educational programs geared to new and emerging career fields...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
32. to offer graduate programs in such "newer" professions as engineering, education, and social work...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
33. to serve as a cultural center in the community served by the campus...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
34. to conduct basic research in the natural sciences...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
35 to conduct basic research in the social sciences...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
36. to provide retraining opportunities for individuals whose job skills have become out of date...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
37. to contribute, through research, to the general advancement of knowledge...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
38. to assist students in deciding upon a vocational career...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
39. to provide trained manpower for local-area business, industry, and government...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5

page six

Please respond to these goal statements by blackening one oval after is and one after should be

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
40. to facilitate involvement of students in neighborhood and community-service activities...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
42. to provide educational experiences relevant to the evolving interests of women in America...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
43. to provide critical evaluation of prevailing practices and values in American society...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
47. to work with governmental agencies in designing new social and environmental programs...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
49. to help students learn how to bring about change in American society...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
50. to focus resources of the institution on the solution of major social and environmental problems...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
51. to be responsive to regional and national priorities when considering new educational programs for the institution...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5
52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...	is	○ 1	○ 2	○ 3	○ 4	○ 5
	should be	○ 1	○ 2	○ 3	○ 4	○ 5

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
53.	to be engaged, as an institution, in working for basic changes in American society...	is	○	○	○	○	○
		should be	○	○	○	○	○
54.	to ensure that students are not prevented from hearing speakers presenting controversial points of view...	is	○	○	○	○	○
		should be	○	○	○	○	○
55.	to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is	○	○	○	○	○
		should be	○	○	○	○	○
56.	to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	is	○	○	○	○	○
		should be	○	○	○	○	○
57.	to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	is	○	○	○	○	○
		should be	○	○	○	○	○
58.	to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is	○	○	○	○	○
		should be	○	○	○	○	○
59.	to maintain a climate in which communication throughout the organizational structure is open and candid...	is	○	○	○	○	○
		should be	○	○	○	○	○
60.	to place no restrictions on off-campus political activities by faculty or students...	is	○	○	○	○	○
		should be	○	○	○	○	○
61.	to decentralize decision making on the campus to the greatest extent possible...	is	○	○	○	○	○
		should be	○	○	○	○	○
62.	to maintain a campus climate in which differences of opinion can be aired openly and amicably...	is	○	○	○	○	○
		should be	○	○	○	○	○
63.	to protect the right of faculty members to present unpopular or controversial ideas in the classroom...	is	○	○	○	○	○
		should be	○	○	○	○	○
64.	to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is	○	○	○	○	○
		should be	○	○	○	○	○
65.	to maintain a climate of mutual trust and respect among students, faculty, and administrators...	is	○	○	○	○	○
		should be	○	○	○	○	○

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities...	is	○	○	○	○	○
		should be	○	○	○	○	○
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is	○	○	○	○	○
		should be	○	○	○	○	○
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...	is	○	○	○	○	○
		should be	○	○	○	○	○
69.	to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is	○	○	○	○	○
		should be	○	○	○	○	○
70.	to experiment with different methods of evaluating and grading student performance...	is	○	○	○	○	○
		should be	○	○	○	○	○
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is	○	○	○	○	○
		should be	○	○	○	○	○
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is	○	○	○	○	○
		should be	○	○	○	○	○
73.	to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...	is	○	○	○	○	○
		should be	○	○	○	○	○
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is	○	○	○	○	○
		should be	○	○	○	○	○
75.	to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...	is	○	○	○	○	○
		should be	○	○	○	○	○
76.	to create an institution known widely as an intellectually exciting and stimulating place...	is	○	○	○	○	○
		should be	○	○	○	○	○
77.	to create procedures by which curricular or instructional innovations may be readily initiated...	is	○	○	○	○	○
		should be	○	○	○	○	○
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...	is	○	○	○	○	○
		should be	○	○	○	○	○

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
79.	to apply cost criteria in deciding among alternative academic and non-academic programs...	is	○	○	○	○	○
		should be	○	○	○	○	○
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...	is	○	○	○	○	○
		should be	○	○	○	○	○
81.	to regularly provide evidence that the institution is actually achieving its stated goals...	is	○	○	○	○	○
		should be	○	○	○	○	○
82.	to carry on a broad and vigorous program of extracurricular activities and events for students...	is	○	○	○	○	○
		should be	○	○	○	○	○
83.	to be concerned about the efficiency with which college operations are conducted...	is	○	○	○	○	○
		should be	○	○	○	○	○
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution...	is	○	○	○	○	○
		should be	○	○	○	○	○
85.	to include local citizens in planning college programs that will affect the local community...	is	○	○	○	○	○
		should be	○	○	○	○	○
86.	to excel in intercollegiate athletic competition...	is	○	○	○	○	○
		should be	○	○	○	○	○
87.	to be accountable to funding sources for the effectiveness of college programs...	is	○	○	○	○	○
		should be	○	○	○	○	○
88.	to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...	is	○	○	○	○	○
		should be	○	○	○	○	○
89.	to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...	is	○	○	○	○	○
		should be	○	○	○	○	○
90.	to achieve consensus among people on the campus about the goals of the institution...	is	○	○	○	○	○
		should be	○	○	○	○	○

- **If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.**
- **If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.**

ADDITIONAL GOAL STATEMENTS
(Local Option)

If you have been provided with supplementary goal statements, use this section for responding. Use the same answer key as you use for the first 90 items, and respond to both *is* and *should be*.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
91.	is	1	2	3	4	5	101.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
92.	is	1	2	3	4	5	102.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
93.	is	1	2	3	4	5	103.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
94.	is	1	2	3	4	5	104.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
95.	is	1	2	3	4	5	105.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
96.	is	1	2	3	4	5	106.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
97.	is	1	2	3	4	5	107.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
98.	is	1	2	3	4	5	108.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
99.	is	1	2	3	4	5	109.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
100.	is	1	2	3	4	5	110.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5

Please mark one answer for each of the information questions below that apply to you.

111. Mark the one that best describes your role.

- ① Faculty member
- ② Student
- ③ Administrator
- ④ Governing Board Member
- ⑤ Alumna/Alumnus
- ⑥ Member of off-campus community group
- ⑦ Other ______________________

112. Faculty and students: mark one field of teaching and/or research interest, or for students, major field of study.

- ① Biological sciences
- ② Physical sciences
- ③ Mathematics
- ④ Social sciences
- ⑤ Humanities
- ⑥ Fine arts, performing arts
- ⑦ Education
- ⑧ Business
- ⑨ Engineering
- ⑩ Other ______________________

113. Faculty: indicate academic rank.

- ① Instructor
- ② Assistant professor
- ③ Associate professor
- ④ Professor
- ⑤ Other ______________________

114. Faculty: indicate current teaching arrangement.

- ① Full-time
- ② Part-time
- ③ Evening only
- ④ Off-campus – extension only, etc.
- ⑤ Other ______________________

115. All respondents: indicate age at last birthday.

- ① Under 20
- ② 20 to 29
- ③ 30 to 39
- ④ 40 to 49
- ⑤ 50 to 59
- ⑥ 60 or over

116. Students: indicate class in college.

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Senior
- ⑤ Graduate
- ⑥ Other ______________________

117. Students: indicate current enrollment status.

- ① Full-time, day
- ② Part-time, day
- ③ Evening only
- ④ Off-campus only – e.g., extension, correspondence, TV, etc.
- ⑤ Other ______________________

118. Subgroups – one response only. Instructions may be given for gridding this subgroup item. If not, please leave blank.

- ① One
- ② Two
- ③ Three
- ④ Four
- ⑤ Five

OPTIONAL INFORMATION QUESTIONS.
If you have been provided with additional information questions, use this section for responding.

119.	120.	121.	122.	123.	124.
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨
⑩	⑩	⑩	⑩	⑩	⑩

THANK YOU

The following statements relate to state policy. Please give "should be" answers only. Do not give "is" responses. Mark your answers in the spaces numbered 101 through 110 on page 10 of the inventory.

101. to establish a program in the state under which students are given grants (or vouchers) that may be used for attending any college in the state (public or private)...

102. to enable and encourage collective bargaining on the part of faculty in California colleges (through a faculty union or other faculty association)...

103. to substantially modify (or abolish) current provisions for lifetime tenure for faculty...

104. to provide to students the option of obtaining a Bachelor's Degree in three normal academic years...

105. to make the first two years of higher education at all public institutions tuition free...

106. to require all students who attend the University or the State University and Colleges to pay some portion of the costs of their education (not to exceed 25%)...

107. to allow persons otherwise qualified to attend a college or a university even though they lack a high school diploma...

108. to encourage colleges in a given region to cooperate in the sharing of facilities and staff, and in the cross-enrollment of students (enrollment in classes at more than one school at the same time)...

109. to require all undergraduates in public higher education to take their freshmen and sophomore years at a community college...

110. to create a broadly representative board of citizens which would screen and present to the Governor nominees for statewide higher education governing boards (Regents, Trustees, Governors)...

ANSWERING QUESTIONS ON PAGE 11 OF THE INVENTORY

Faculty: answer questions 111 through 115, 119 through 122

Students: " " 111, 112, 115, 116, 117, 119 through 122

Trustees: " " 111, 115, 119 through 123

Community people " 111 (response 6, and, if an alum, response 5 also)
115 and 119 through 123

Questions 119 through 123. To be answered in the space provided on page 11 of the inventory.

119. Indicate your sex

1. Male
2. Female

120. Your race:

1. White
2. Black, Negro
3. Mexican-American, Chicano
4. American Indian, Native American
5. Oriental
6. Other

121. Indicate the amount of formal education you have had. Students: indicate the level of education you hope to complete.

1. No formal schooling, or some grade school only
2. Finished grade school
3. Some high school
4. Finished high school
5. Business or Trade school
6. Some college
7. Finish(ed) college (four years)
8. Attended graduate or professional school, but (did) not obtain a graduate or professional degree
9. Attain(ed) a graduate or professional degree (MA, PhD, MD, etc.)

122. Approximately what was your and your wife's (husband's) total income last year (before taxes)? Students: estimate the income of your parental family (not your own family if married).

1. Less than $6,000
2. $6,000 to $11,999
3. $12,000 to $17,999
4. $18,000 to $23,999
5. $24,000 to $29,999
6. $30,000 or more

123. Community people and trustees only: which of the following best describes your usual occupation?

1. Homemaker
2. Semiskilled worker (equipment operator, driver, miner, etc.), or unskilled worker (farm worker, domestic worker, etc.)
3. Service worker (policeman, waitress, postal employee, etc.)
4. Skilled technican or craftsman (electrician, carpenter, dental technician, etc.)
5. Salesperson, bookkeeper, office worker, etc.
6. Owner, manager, partner of a small business; lower level governmental official
7. Owner, partner, high-level executive in a large business; high-level government official
8. Academic professional (school teacher, administrator, etc.)
9. Other professional requiring a bachelors degree
10. Professional requiring an advanced college degree

ANSWERING QUESTIONS ON PAGE 11 OF THE INVENTORY

Administrators: answer questions 111, 115, and 118 through 121

Questions 118 through 121. To be answered in the space provided on page 11 of the inventory.

118. Indicate your primary area of administrative responsibility. (Check only one.)

1. General, central administration
2. Academic administration
3. Student personnel administration
4. Business, fiscal administration
5. All other

119. Your sex:

1. Male
2. Female

120. Your race:

1. White
2. Black, Negro
3. Mexican-American, Chicano
4. American Indian, Native American
5. Oriental
6. Other

121. Indicate the amount of formal education you have had.

1.
2.
3.
4. High school
5. Business or trade school
6. Some college
7. Finished college (four years)
8. Attended graduate or professional school, but did not obtain a graduate or professional degree
9. Attained a graduate or professional degree (MA, PhD, MD, etc.)

APPENDIX B

IGI GOAL STATEMENTS GROUPED ACCORDING TO GOAL AREA

Academic Development

1. to help students acquire depth of knowledge in at least one academic discipline...

4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...

6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...

9. to hold students throughout the institution to high standards of intellectual performance...

Intellectual Orientation

2. to train students in methods of scholarly inquiry, scientific research, and/or problem definition and solution...

5. to increase the desire and ability of students to undertake self-directed learning...

7. to develop students' ability to synthesize knowledge from a variety of sources...

10. to instill in students a life-long commitment to learning...

Individual Personal Development

3. to help students identify their own personal goals and develop means of achieving them...

8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...

11. to help students achieve deeper levels of self-understanding...

13. to help students be open, honest, and trusting in their relationships with others...

Humanism/Altruism

14. to encourage students to become conscious of the important moral issues of our time...

17. to help students understand and respect people from diverse backgrounds and cultures...

20. to encourage students to become committed to working for world peace...

23. to encourage students to make concern about the welfare of all mankind a central part of their lives...

Cultural/Aesthetic Awareness

15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...

18. to require students to complete some course work in the humanities or arts...

21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...

24. to acquaint students with forms of artistic or literary expression in non-Western countries...

Traditional Religiousness

16. to educate students in a particular religious heritage...

19. to help students become aware of the potentialities of a full-time religious vocation...

22. to develop students' ability to understand and defend a theological position...

25. to help students develop a dedication to serving God in everyday life...

Vocational Preparation

26. to provide opportunities for students to receive training for specific occupational careers, e.g., accounting, engineering, nursing...

30. to develop educational programs geared to new and emerging career fields...

36. to provide retraining opportunities for individuals whose job skills have become out of date...

38. to assist students in deciding upon a vocational career...

Advanced Training

27. to develop what would generally be regarded as a strong and comprehensive graduate school...

31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...

32. to offer graduate programs in such "newer" professions as engineering, education and social work...

41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...

Research

28. to perform contract research for government, business, or industry...

34. to conduct basic research in the natural sciences...

35. to conduct basic research in the social sciences...

37. to contribute, through research, to the general advancement of knowledge...

Meeting Local Needs

29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...

33. to serve as a cultural center in the community served by the campus...

39. to provide trained manpower for local-area business, industry, and government...

40. to facilitate involvement of students in neighborhood and community-service activities...

Public Service

44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...

47. to work with governmental agencies in designing new social and environmental programs...

50. to focus resources of the institution on the solution of major social and environmental problems...

51. to be responsive to regional and national priorities when considering new educational programs for the institution...

Social Egalitarianism

42. to provide educational experiences relevant to the evolving interests of women in America...

45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...

48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...

52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...

Social Criticism/Activism

43. to provide critical evaluations of prevailing practices and values in American society...

46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...

49. to help students learn how to bring about change in American society...

53. to be engaged, as an institution, in working for basic changes in American society...

Freedom

54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...

57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...

60. to place no restrictions on off-campus political activities by faculty or students...

63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...

Democratic Governance

55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...

58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...

61. to decentralize decision making on the campus to the greatest extent possible...

64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...

Community

56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...

59. to maintain a climate in which communication throughout the organizational structure is open and candid...

62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...

65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...

Intellectual/Aesthetic Environment

66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...

69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...

73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...

76. to create an institution known widely as an intellectually exciting and stimulating place...

Innovation

67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...

70. to experiment with different methods of evaluating and grading student performance...

74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...

77. to create procedures by which curricular or instructional innovations may be readily initiated...

Off-Campus Learning

68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...

72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...

75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...

78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...

Accountability/Efficiency

79. to apply cost criteria in deciding among alternative academic and non-academic programs...

81. to regularly provide evidence that the institution is actually achieving its stated goals...

83. to be concerned about the efficiency with which college operations are conducted...

87. to be accountable to funding sources for the effectiveness of college programs...

Miscellaneous

12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...

71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...

80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...

82. to carry on a broad and vigorous program of extracurricular activities and events for students...

84. to be organized for continuous short-, medium-, and long-range planning for the total institution...

85. to include local citizens in planning college programs that will affect the local community...

86. to excel in intercollegiate athletic competition...

88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...

89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...

90. to achieve consensus among people on the campus about the goals of the institution...

APPENDIX C

ILLUSTRATIVE STATISTICAL CALCULATIONS

This appendix contains illustrations of two computation procedures used in the study:

(1) The goal area mean ($GA\overline{X}$). Calculation of item means is also shown.

(2) The weighted goal area mean.

ILLUSTRATIVE CALCULATION OF THE GOAL AREA MEAN ($GA\overline{X}$)

Goal Area: Research (either "Is" or "Should Be;" the calculation is the same)

N in sample: 100

	IGI Response								
Goal Statement (Item)	of no import./ not applic. (1)	of low import. (2)	of med. import. (3)	of high import. (4)	of extremely high import. (5)	Omits	Sum	$\frac{\text{Sum}}{N}$	Item Mean
28	10 (10)	20 (40)	30 (90)	25 (100)	15 (75)	0	(100) 315	$\frac{315}{100}$	= 3.15
34	5 (5)	15 (30)	45 (135)	20 (80)	10 (50)	5	(95) 300	$\frac{300}{95}$	= 3.16
35	15 (15)	20 (40)	30 (90)	25 (100)	5 (25)	5	(95) 270	$\frac{270}{95}$	= 2.84
37	5 (5)	15 (30)	40 (120)	35 (140)	5 (20)	0	(100) 315	$\frac{315}{100}$	= 3.15

Sum of item means = 12.30

Goal area mean ($GA\overline{X}$) = $\frac{12.30}{4}$ = 3.08

1. The top figure in each pair is the item response frequency (not a percent); in the example, 20 of the 100 respondents rated goal statement 28 of "low importance".

2. The lower figure in each pair is the product obtained by multiplying the response frequency by the value associated with the response alternative (the "of low importance" value is 2, "of medium importance" is 3, and so forth).

3. The "sum" is the sum of these five products.

4. The item mean is obtained by dividing the sum by the number of individuals in the sample (100 in the example), minus the number who omitted the item.

5. The goal area mean ($GA\overline{X}$) is the mean of the four item means (the four item means are totaled, and the sum is divided by four).

ILLUSTRATIVE CALCULATION OF THE WEIGHTED GOAL AREA MEAN

Goal Area: Research (either "Is" or "Should Be;" the calculation is the same)
Segment/Constituent Group: UC faculty

1 UC Campus	2 GA$\overline{X}$	3 Population Size	4 Weight	5 Weight · GA$\overline{X}$
1	3.10	1900	$\frac{1900}{225} = 8.44$	26.164
2	2.75	900	$\frac{900}{225} = 4.00$	11.000
3	3.00	450	$\frac{450}{225} = 2.00$	6.000
4	3.20	2600	$\frac{2600}{225} = 11.56$	36.992
5	2.90	350	$\frac{350}{225} = 1.56$	4.524
6	2.95	600	$\frac{600}{225} = 2.67$	7.877
7	3.00	750	$\frac{750}{225} = 3.33$	9.990
8	3.35	225	$\frac{225}{225} = 1.00$	3.350
			Sum: 34.56	105.897

$$\text{Weighted GA}\overline{X} = \frac{\text{Sum of Column 5}}{\text{Sum of Column 4}} = \frac{105.897}{34.56} = 3.06$$

1. Column 3 presents the actual size of the constituent group (faculty) for the campus (not a sample size).

2. Column 4 illustrates the calculation of a campus weight, given by the ratio of the constituent group population size for that campus to the smallest such population size over all campuses being aggregated.

3. Each entry in column 5 is obtained by "weighting" the campus GA$\overline{X}$; i.e., by multiplying the observed GA$\overline{X}$ for a given campus by the campus weight.

4. The weighted GA$\overline{X}$ is obtained by dividing the sum of the weighted campus GA$\overline{X}$'s by the sum of the weights.

Appendix D

GUIDELINES FOR ADMINISTERING THE INSTITUTIONAL GOALS INVENTORY

This is the document that outlined the basic survey method to be followed on each of the participating campuses. It specified sample sizes and set forth guidelines for forming samples, distributing IGI's, and following-up nonrespondents.

As such, this appendix is a summary of the data gathering design used in the project.

GUIDELINES FOR ADMINISTERING THE INSTITUTIONAL GOALS INVENTORY

I. General

1. Other than the sample sizes, many of the suggestions below should be regarded as minimum guidelines. We encourage institutions to be as resourceful as they care to be to gather data of greatest potential use to the campus. Or, campuses could follow procedures that are the most feasible, given available resources. Late in April we will be sending a form on which you can describe to us in some detail the procedures that were followed.

2. It is not important (to us) who on the campus assumes responsibility for selecting samples and collecting data. We do see value in using a multi-constituency task force to oversee the project to, among other reasons, help give credibility to the results when they become available.

3. It will be necessary that high return rates be obtained (at least 85%). Depending on the procedure followed, follow-up efforts may be necessary. We are unfortunately unable to afford (financially) to have inventories go unused.

4. Try not to "load" any of the samples in any way.

II. Faculty

1. Size of sample

a)	Less than 2,500 day enrollment*	- 50 (or all faculty, if fewer than 50)
b)	2,500 to 5,000 " "	- 75
c)	5,000 to 15,000 " "	- 100
d)	More than 15,000 " "	- 125

2. Nature of sample

   a) Full-time teaching faculty only
   b) Suggest stratifying at least by:
      1) School, department, teaching field, etc.
      2) Faculty rank
      (I.e., within each subject division, randomly select the appropriate number of full profs, associates, assistants, etc.)

3. Logistics

   a) Could distribute IGI's through interoffice mail.
   b) Would need a note from the campus head explaining the purpose and nature of the project and requesting the professor's cooperation.
   c) Would need to follow-up - to obtain at least an 85% return.

---

*Total headcount.

III. Undergraduate Students

1. Size of sample

   a) Less than 2,500 day enrollment - 75
   b) 2,500 to 5,000 " " - 100
   c) 5,000 to 15,000 " " - 125
   d) More than 15,000 " " - 150

2. Nature of sample

   a) Four-year institutions: juniors and seniors (only)
   Community colleges: sophomores (only)
   b) Suggest stratifying at least by:
   1) class (juniors, seniors); 2) curriculum division; 3) sex; 4) race.

3. Logistics

   a) Could administer IGI's in five to ten carefully selected upper division classes or sections. Forms could be filled out in class, or distributed with instructions to return them at the next class meeting (the former is advisable).
   b) Could draw a sample from school records; invite individuals to a central place to fill out the form. Caution: select and invite more respondents than needed (will still end with a sample of volunteers).

   c) Select a sample from school records; mail forms out. Least satisfactory: many will not be returned; difficult to follow up.

   d) Sample selection and data collection could be performed by an institutional research or survey research unit, or by a higher education or sociology class, as a class project.

IV. Graduate Students

1. Only at institutions having at least 500 graduate students, or where at least one-third of the total student body are graduates.

2. Size of sample

   a) 500 to 1,000 graduate enrollment - 50
   b) 1,000 to 3,000 " " - 75
   c) 3,000 to 7,500 " " - 100
   d) More than 7,500 " " - 125

3. Nature of sample

   a) First and second year (only) graduate and professional school students, enrolled at least half time.

   b) Attempt to stratify by: 1) graduate year (first, second); 2) subject field; 3) sex; 4) race.

4. Logistics

   a) Could work through six or eight carefully selected seminars.
   b) Might work through department chairmen; may need only a handful from each department.
   c) 3b, c, d in III above.

V. Trustees

1. At community colleges and private institutions (only).

2. Survey all, up to a maximum of 25 (random). Exclude college president, if an ex officio member.

3. May need to follow up rigorously.

VI. Community People

1. Hardest constituent group to define for purposes of project.

2. Survey of community people optional for private institutions.

3. In general, a cross-section of literate adults residing in the vicinity of the campus ("literate" meaning able to read and understand most of the IGI).*

4. Size of sample: 100 (all campuses)

5. Nature of sample

   a) Try to select a cross-section of the local population in terms of the factors tapped by items 111 and 119 through 123 (sex, race, occupation, etc.).

6. Logistics

   a) Suggest holding an invitational college/community convocation. An occasion for communicating and building understanding between town and gown. First on the agenda (after preliminaries): explain work of the Joint Committee and administer the IGI. Invite more than needed, or request RSVP's.

   b) Sample selection and data collection could be a class project (overseen by aforementioned task force). Student should take IGI to respondent, explain project, pick up IGI next day.

   c) Suggest not doing a mail survey. Return rate will be too low, and follow-up difficult (and envelopes and postage expensive).

---

*"Literate" not necessarily to mean opinion or intellectual leaders.

VII. Miscellaneous

1. Local option goal statements

   Each campus is strongly encouraged to develop up to ten goal statements reflecting possible goals unique to the campus that are not covered in the body of the inventory. Reproduce these on separate sheets, numbered 91 up to 100, and insert into the booklet between pages 10 and 11. Responses will be tabulated by ETS and reported back with the standard score report.

2. A (second) insert

   One-page inserts will be sent along with each shipment of IGI's. These should be inserted between pages 10 and 11, after the locally-written goal statements, in every IGI distributed. One side of the sheet contains ten goal statements dealing with public higher education in California generally (numbered 101 through 110); the other side contains additional biographical questions (numbered 119 - 123).

3. The inventory with inserts will require close to an hour on the average to fill out. It is essentially self-administering.

4. Subgroup item 118

   When completed IGI's have been gathered together, a clerk at the college will need to mark:

   One - all IGI's from faculty
   Two - " " " undergraduate students
   Three - " " " graduate students
   Four - " " " trustees
   Five - " " " community people

   This needs to be done so that results for the several constituent groups can be reported together in a single score report for the campus.

5. Ship completed IGI booklets (minus any inserts) as soon as possible, but no later than May 15, to:

   Richard E. Peterson
   Educational Testing Service
   1947 Center Street
   Berkeley, California 94704

   Bundle IGI's for each constituent group (faculty, students, trustees, etc.) separately (within a larger box).

   Do not ship until all forms have been collected (i.e., do not first ship almost all IGI's, and then later send a dozen that have accumulated in the meantime.

6. Institutional results should be forthcoming to the college within six weeks of receipt of completed IGI's in Berkeley. Pooled results across the segment will be mailed roughly a month after that. The latter will be useful for interpretive purposes.

7. Institutional researchers may obtain a copy of the data tape, at cost, for purposes of additional local analyses.

8. We hope to hold several regional workshops in August and September for more thorough discussions of results.

9. Call or write Peterson (415 849-0959) if you have questions or problems.

SUMMARY OF SAMPLE SIZES*

	Faculty	Under-grads.	Grads.	Trustees	Community People
Less than 2,500 total day enrollment	50	75			
2,500 to 5,000 " " "	75	100			
5,000 to 15,000 " " "	100	125			
More than 15,000 " " "	125	150			
500 to 1,000 graduate enrollment			50		
1,000 to 3,000 " "			75		
3,000 to 7,500 " "			100		
More than 7,500 " "			125		
All community colleges, all private institutions				All (up to 25)	
All public institutions, optional for private institutions					100

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*A minimum 85% completion rate will be necessary for each sample.

APPENDIX E

PARTICIPATING INSTITUTIONS AND NUMBERS OF RESPONDENTS IN CONSTITUENT GROUP SAMPLES

This appendix consists of a list of all the colleges and universities included in the project, along with the number of respondents in each campus constituent group.

Frequently a constituent sample N as listed will not be exactly the same as the N the college forwarded to ETS for tabulating. This is because the scoring machine was unable to process IGI's on which there were staple holes, torn sheets, and excessive stray marks and other "foreign deposits."

Several colleges that administered the IGI are not in the list. These institutions returned their completed IGI's too late to be included in the various aggregating analyses.

All the respondents indicated in this list were included in the analyses of individual respondents summarized at the bottom of Tables 1, 2, 5, 6, etc. All were not in the calculations using the institution as the unit of analysis, as is noted in Appendix F.

	FAC	UDS	GS	ES	TR	ADM	COM
University of California							
Berkeley	105	100	75			25	36
Davis	85	59	43			19	20
Irvine	73	85	40			17	51
Los Angeles	66	26	34			18	22
Riverside	47	27	28			16	24
San Diego	58	43	39			10	24
Santa Barbara	72	91	50				40
Santa Cruz	45	47	26			16	31
California State Universities and Colleges							
Bakersfield	51	44	19			17	40
Chico	88	36	27			22	26
Fresno	107	181	120			25	73
Fullerton	60	69	36			15	22
Hayward	78	16	11			16	44
Long Beach	77	54	97			24	
Los Angeles	82	81	40			26	62
Northridge	98	126	55				49
Polytechnic, Pomona	55	21	28			14	32
Polytechnic, San Luis Obispo	92	96	56				75
Sacramento	71	87	35			13	43
San Bernardino	96	56				11	26
San Diego	160	113	78			26	40
San Francisco	73	19	18				28
San Jose	79	30	23			16	14
Sonoma	127	117	24			25	73
Community Colleges							
Alameda	45						
Allan Hancock	55	93		8			42
American River	93	121		122		11	73
Bakersfield	70	59		26			69
Barstow	31	78				1	
Butte	70	92					31
Cerritos	21	38		13	2	9	32
Chabot	77	94			5	7	33
Citrus	73	95		89	5	10	101
Compton	32	58		78			
Contra Costa	40	101		69	1	5	30
Consumnes River	68	40					37
Cuesta	45	75		66	4		87
Cypress	72	103			7		
Diablo Valley	33	117		100	1	8	22
East Los Angeles	101	127				10	72

	FAC	UDS	GS	ES	TR	ADM	COM
Community Colleges (con)							
El Camino	95	128		1			76
Feather River	11	73		29			61
Fresno	49	101		2	1	13	45
Gavilan	4	48				3	2
Glendale	79	47		22	1	7	44
Grossmont	57	125		93	4	10	44
Hartnell	66	2			5		28
Indian Valley				29			15
Long Beach	82	95		85	1	10	72
Los Angeles	89	121		68			90
L. A. Harbor	75	62		83			64
L. A. Pierce						24	
L. A. Southwest	44	76		51			33
L. A. Trade - Technical	81	106		98			52
L. A. Valley	85	106		43		19	29
Marin	72	48		6	1	4	55
Merced	67	119		25	3	6	1
Merritt	49	98		81			16
Mount San Antonio	106	123		66	5		24
Mount San Jacinto	44	93			3	6	25
Napa	51				3	3	
Ohlone	27	19		30	4		6
Orange Coast	95	63				18	39
Palomar	18	31			2		
Pasadena	75	118		57	4	16	80
Redwoods	65	92		31	5	1	63
Reedley	52	48		18			53
Rio Hondo	88	113		77	3	3	78
Riverside	45	39		40	5	4	23
Sacramento	91	80		61		7	25
Saddleback	49	66			3	5	90
San Bernardino Valley	92	110		26			50
San Diego	65	98		4			
San Diego Evening	27	27		143	1		12
San Diego Mesa	61	139				4	6
San Francisco	69	74			1	14	65
San Francisco CC District				90			
San Joaquin Delta	80	89		67	5		14
San Jose	62	159		67	3	6	33
Santa Ana	79	133		39	4	11	50
Santa Barbara	38	52			4	11	33
Santa Monica	103	180		73	4	11	88
Santa Rosa		89		2			
Shasta	52	55		80	4	5	76
Sierra	67	76			5		31
Siskiyous	40	43		40	5	5	64
Skyline	33	70		45	1	6	11
Southwestern	10	66		59	1	7	66

	FAC	UDS	GS	ES	TR	ADM	COM
Community Colleges (con)							
Ventura	73	26		21		1	38
Victor Valley	48	71			3	2	82
West Los Angeles	40	99		59		6	40
West Valley	85	94		100	4	7	41
Yuba	79	53		97	3		52
Private Institutions							
Armstrong College	23	72	11		1		
Azusa Pacific College	50	64	1		21		2
California Baptist College	21	64			6		
California Institute of the Arts	21	48	16		9	10	33
Claremont Colleges*	106	80	9		5		
Dominican College of San Rafael	29	47	17		6		38
Immaculate Heart College	18	33			7	5	34
Menlo College	31	39			4	4	22
Mills College		21					
Monterey Institute of Foreign Studies	12	26	10		2		6
Mount Saint Mary's College	52	97	50		7	8	17
Occidental College	31	8			10	6	
Otis Art Institute	7	17	16		7		
Pacific College	18	86			6	10	46
Pasadena College	46	21			16		
Pepperdine University	25	27	24		4	4	34
Pitzer College	24	59	46		10		
Saint Mary's College of California	36	26			9		
University of Pacific	44	38	9		1	7	23
University of Redlands	44	41			19	15	55
University of San Francisco	45	39	23		16	8	32
University of Santa Clara	68	79			13	7	
Westmont College	34	54			9		

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* Including a sample from Pitzer College.

APPENDIX F

LETTER OR NUMERICAL IDENTIFICATION OF INSTITUTIONS, CAMPUS CONSTITUENT GROUP RETURN RATES, AND RATINGS OF SURVEY METHOD APPROPRIATENESS

The letters (or numbers in the case of the community colleges) given in the left hand column on pages 3, 4, and 5 are the symbols assigned to each institution in the project. The symbols were used both as a convenience in plotting the results ($\overline{\text{GAX}}$ scores) for each constituent group from each of the participating campuses.

The first of the two ratings given in this appendix indicates for each campus constituent group, the proportion of each sample who actually filled out and returned the questionnaire, i.e., the sample return rate. Calculation of return rates was done at the ETS office; the number of completed IGI's for a given campus constituent group received at ETS was taken as a percent of the corresponding campus sample, as determined by the Guidelines (page D-7). The rating key is as follows:

E (Excellent) - 85% or higher return rate

G (Good) - 65% to 84% return rate

F (Fair) - 45% to 64% return rate

P (Poor) - 20% to 44% return rate

X - Less than 20% return. These samples were eliminated from all the analyses that used the institution as the unit.

Blank - Constituent group not surveyed (per local campus decision)

The second rating is an assessment of the extent to which the campuses were able to follow the methodological aspects of the Guidelines. The ratings, described on the next page, were made entirely from the information provided on the "Report of Methodology" questionnaire mentioned on page 13.

Rating	Illustrative Reported Procedure
(HA) Highly Acceptable	1. "Entire group surveyed" (FAC). 2. Selection "by table of random numbers" from complete list of individuals (e.g., FAC) or classes (UDS, GS, ES). 3. Selection by "table of random numbers from population stratified by rank and department" (FAC), "department or major" (UDS, GS), "voting precinct", "race, occupation, etc." (COM).
(A) Acceptable	1. Systematic ("every nth") selection from complete list of individuals (FAC, UDS, GS). 2. "Representative classes stratified by department" (student categories).
(PA) Probably Acceptable	1. "Random selection" (procedure not described) with stratification by rank and department" (FAC), "major" (UDS), "department". 2. "Cross-section of departments" (FAC, UDS) 3. "Particular" or "selected" classes (student categories). 4. "Random" - no further information.
(BA) Barely Acceptable	Use of special groups to a greater or lesser extent (e.g., "community leaders", "PTA groups", "alumni", "evening classes with broad spectrum of community representation", etc.).
(II) Insufficient Information	Form returned but selection procedure not sufficiently described to warrant judgment of its adequacy.
(NR) No Response	Report of Methodology form not returned.

	Sample Response Rate						Rating of Survey Method Appropriateness					
	FAC	UDS	GS	DS	ES	COM	FAC	UDS	GS	DS	ES	COM
University of California												
A	E	F	P			P	BA	PA	PA			A
B	F	F	F			P	PA	PA	PA			BA
C	G	G	F			P	PA	A	A			BA
D	G	G	G			P	HA	HA	HA			PA
E	F	X	P			P	PA	II	II			BA
F	F	P	F			P	A	PA	PA			BA
G	G	G	G			F	PA	PA	PA			BA
H	F	P	P			P	PA	HA	HA			BA
California State University and Colleges												
A	E	P	P			P	PA	PA	PA			PA
B	P	F	P			P	HA	PA	PA			PA
C	E	F	P			P	PA	A	A			BA
D	G	P	X			X	A	BA	BA			A
E	F	F	P			P	PA	PA	PA			BA
F	F	X	X			P	PA	BA	BA			BA
G	F	G	G			P	HA	A	A			PA
H	G	G	F			F	PA	PA	PA			BA
I	F	P	G				PA	A	A			
J	E	G	G			P	HA	HA	HA			BA
K	G	X	X			P	PA	HA	HA			BA
L	E	G				P	HA	PA				BA
M	F	X	F			P	A	A	A			BA
N	F	F	P			P	PA	A	A			BA
O	G	F	P			F	A	A	A			PA
P	E	G	E			G	PA	A	PA			BA
Community Colleges												
1	G			G	G	P	A			A	A	II
2	E			F	E	F	HA			BA	PA	BA
3	G			E	X	P	NR			NR	NR	NR
4	G			F	P	G	NR			NR	NR	NR
5	E			E	E	G	PA			A	A	PA
6	F			E	G	P	HA			A	A	II
7	G			F	P	P	NR			NR	NR	NR
8	G			E		G	HA			A		BA
9	G			E		P	HA			A		BA
10	P			X	X	P	NR			NR	NR	NR

	Sample Response Rate						Rating of Survey Method Appropriateness					
	FAC	UDS	GS	DS	ES	COM	FAC	UDS	GS	DS	ES	COM
Community Colleges (cont.)												
11	G			E		P	HA			PA		BA
12	E			F	F	G	NR			NR	NR	NR
13	F			G		P	HA			A		BA
14	G			E	F	X	II			PA	II	BA
15	E			G		P	NR			NR		NR
16	G			F		G	PA			BA		BA
17	E			E	E	E	PA			PA	PA	PA
18	G			G	G	G	NR			NR	NR	NR
19	E			E	F	E	HA			A	A	BA
20				G	X					NR	NR	
21	F						HA					
22	E			F	P	G	PA			PA	PA	BA
23	G			P	X	P	HA			PA	PA	BA
24	P			F		F	HA			A		BA
25	F			E	G	F	NR			NR	NR	NR
26	G			E	P	F	II			A	A	BA
27	E			G	F	F	HA			PA	PA	BA
28	E			P		P	HA			A		BA
29	P			F	G		II			II	II	
30	G			E	G	X	II			PA	PA	BA
31	G			E		X	PA			A		BA
32					E						NR	
33	F			E	G	P	II			II	II	II
34	G			F			PA			PA		
35	E			E	E	E	II			PA	PA	BA
36	E			P	E	X	NR			NR	NR	NR
37	E			E	P	F	PA			PA	PA	BA
38	E			E	X		PA			A	II	
39	F			E	G	P	PA			A	A	BA
40	E			E	X	G	PA			A	A	PA
41	E			E		G	A			A		BA
42	E			E		F	II			PA		II
43	F			F	P	P	PA			BA	PA	BA
44	E			F	F	P	PA			A	A	BA
45	P			E	F	F	II			II	II	II
46	X			P		X	NR			NR		NR
47	F			P	X	F	II			A	P	II
48	E			E	G	G	PA			PA	PA	PA
49	G			E	F	G	PA			II	PA	II
50	F			F	P	F	NR			NR	NR	NR
51	G			G	P	P	HA			PA	II	BA
52	G			X		P	NR			NR		NR
53	F			E	E	P	BA			A	A	PA
54	X			P			II			II		

	Sample Response Rate						Rating of Survey Method Appropriateness					
	FAC	UDS	GS	DS	ES	COM	FAC	UDS	GS	DS	ES	COM
Community Colleges (cont.)												
55	F			P	P	X	HA			A	A	BA
56	E			F		P	NR			NR		NR
57					P	X					PA	PA
58	E			E	E	E	PA			PA	PA	BA
59	G			E	E	G	PA			PA	PA	II
60	P						NR					
61	E			E	F	P	PA			A	A	BA
62	E			F		P	HA			PA		BA
63	G			G	G	F	PA			PA	PA	BA
64	E			E	G	P	II			II	II	II
65												
66	F			E	G	X	NR			NR	NR	NR
67	E			G	P	P	PA			A	A	BA
68	G			E	P	X	HA			II	II	II
69	G			G	G	F	NR			NR	NR	NR
Private Institutions												
A	G	G					HA	PA				
B	F	E	P				PA	PA	II			
C	F	E					NR	NR				
D	E	E				X	HA	PA				II
E	F	P	F			P	HA	HA	HA			BA
F	F	P	X			P	II	PA	PA			II
G	P	P				F	NR	NR				NR
H	P	P	P			P	PA	PA	PA			BA
I	G	F	P			G	NR	NR	NR			NR
J	E	F	X				PA	PA	PA			
K	G	P					HA	A				
L	F	P	F			P	HA	II	II			II
M	P	P					HA	HA				
N	P	P				P	II	II				II
O		P						NR				
P	F	F				P	HA	PA				BA
Q	G	P					NR	NR				
R	P	P	P				HA	HA	HA			
S	F	E				P	HA	A				BA
T	F	P	P			X	HA	II	II			BA
U	F	X					A	BA				
V	G	E	E			X	II	II	II			II
X	G	G					A	PA				

APPENDIX G

DEMOGRAPHIC DESCRIPTION OF CONSTITUENT GROUPS AND SUBGROUPS

The information in this appendix will enable the reader to determine the sample composition of each of the segment constituent groups and subgroups considered in the survey analyses in terms of a number of demographic and status variables.

For example, the distributions of the sample of 551 UC faculty by teaching field, rank, age, sex, and race are given across the top of pages G2 and G3. Or the breakdowns of the sample of 397 community college evening students age 40 or older according to major field, age, sex, race, and family income can be read across the eleventh row on pages G4 and G5.

Field

	N	Bio. Sci.	Phy. Sci.	Math.	Soc. Sci.	Hu- man.	Arts.	Educ.	Bus.	En- gin.	Oth.
UC Faculty	551	15	9	4	19	15	5	2	2	6	6
Arts and sciences	453	26	19	5	21	23	6				
Prof/career fields	79							10	8	52	30
Age under 40	250	16	18	6	23	20	3	2	1	6	4
Age 40 or over	290	26	14	3	14	18	6	1	1	9	5
CSUC Faculty	1394	7	7	5	20	15	8	13	7	5	9
Arts and sciences	871	11	12	8	32	24	13				
Prof./career fields	471							39	21	14	27
Age under 40	594	7	11	7	25	17	7	8	7	4	7
Age 40 or over	762	8	4	4	17	14	10	18	8	5	11
CC Faculty	3938	7	7	5	15	15	9	5	9	3	16
Arts and sciences	2283	12	12	9	26	27	15				
Prof/career fields	1274							14	29	8	49
Age under 40	1380	8	7	5	17	15	9	6	9	1	17
Age 40 or over	2412	7	7	5	15	17	8	4	10	3	16
PI Faculty	785	5	7	5	19	27	11	8	4	2	6
Arts and sciences	578	6	10	6	26	37	15				
Prof/career fields	162							37	22	10	31
Age under 40	306	5	7	5	25	26	9	6	3	3	8
Age 40 or over	442	5	8	5	15	30	13	9	5	2	5
UC Upper Div. Students	478	17	5	5	32	16	6	1	2	5	7
Arts and sciences	387	21	6	6	40	19	7				
Prof/career fields	70							6	13	33	49
Males	217	22	8	6	29	11	4		3	7	7
Females	170	11	2	6	36	24	8	2		1	8
Whites	327	18	6	5	30	19	6	1	2	3	7
Blacks	8		13		50	25			13		
Chicanos	7			14	57	14					
Fam. income < $12,000	133	20	5	6	32	13	5	1	3	5	8
Fam. income > $12,000	241	15	5	5	34	18	6	1	1	5	7
CSUC UDS	1146	6	2	2	27	10	7	7	11	7	13
Arts and sciences	614	12	4	3	50	19	13				
Prof/career fields	443							17	29	19	35
Males	511	8	3	1	26	9	5	2	15	12	15
Females	409	5	1	3	32	13	10	12	7		13
Whites	752	7	2	2	30	11	8	6	11	6	14
Blacks	22	9			23	5	9	23	14		9
Chicanos	51	4			29	16		12	8	6	18
Fam. income < $12,000	439	7	2	2	29	9	8	6	12	7	13
Fam. income > $12,000	429	6	3	2	30	11	6	6	12	7	13
CC Day Students	5353	10	4	3	16	6	7	10	14	5	12
Arts and sciences	2509	21	9	6	35	14	15				
Prof/career fields	2157							24	36	11	29
Males	2097	10	6	3	15	6	8	6	17	8	12
Females	1899	10	3	2	18	7	9	15	15	1	13
Whites	3008	10	5	3	16	6	8	10	15	4	12
Blacks	282	5	5	2	22	6	6	12	16	4	10
Chicanos	270	7	3	2	20	9	7	11	17	6	9
Fam. income < $12,000	1893	9	4	3	18	6	7	8	16	6	13
Fam. income > $12,000	1747	11	5	3	15	7	8	12	16	4	11
Private Instit. UDS	1086	6	2	2	28	15	8	7	11	4	7
Arts and sciences	675	10	4	3	46	24	13				
Prof/career fields	329							24	38	15	24
Males	290	6	3	2	24	10	9	4	20	14	6
Females	419	7	1	1	29	23	10	9	8		10
Whites	575	6	2	2	28	17	10	7	11	6	8
Blacks	27	4	4		30	19	4	11	22		4
Chicanos	23	4			22	26		17	9		22
Fam. income < $12,000	237	5	2	2	24	19	9	8	11	7	10
Fam. income > $12,000	433	7	2	1	27	16	10	7	13	6	7

Faculty Rank				Age						Class		Sex	Race			
Inst.	Asst. Prof.	Assoc. Prof.	Prof.	Un. 20	20 29	30 39	40 49	50 59	60 Ov.	Jr.	Sr.	Male	WH	BL	CH	OT
1	27	24	44		7	38	28	17	7			93	94		1	4
1	29	26	43		7	41	28	17	6			93	96			4
1	27	15	57		11	27	33	19	10			93	97		1	1
1	58	31	8		16	84						92	94		1	4
1	2	19	76				54	33	13			94	97	1		1
2	34	29	31		8	35	32	17	6			82	93	1	1	5
2	38	29	29		9	41	30	15	4			84	94	1		5
3	30	30	35		6	26	37	22	8			77	93	1	1	5
4	57	30	5		19	81						84	91	3	1	5
1	17	29	51				58	31	10			79	95	1		4
44	8	10	10		7	8	33	23	5			71	92	3	3	3
46	9	11	12		9	29	35	22	5			73	93	3	1	3
49	8	9	9		5	31	33	25	5			66	91	3	3	3
56	10	6	2		20	80						71	88	4	3	5
40	7	12	16				55	37	8			70	95	1	1	3
8	32	22	26		9	30	26	20	10			74	95	1		3
8	33	24	28		10	31	29	20	9			75	96	1		3
10	34	19	25		10	29	22	24	14			71	96	1		3
14	50	20	7		24	76						75	96	1		3
4	21	25	42				47	35	18			72	97	1		1
				4	91	2	1			47	50	56	89	3	1	12
				4	93	1	2			47	50	54	85	2	2	11
				3	91	4		1		49	49	70	82	1		17
				3	94	2				50	47	99	86	2	2	10
				5	91	1	2			45	53		83	2	2	13
				4	93	2	1			47	51	57	99			
				13	88					38	50	50		99		
				14	86					71	29	57			99	
				3	92	4	1			46	51	59	70	5	5	20
				5	93		1			48	49	53	91	1		7
				5	79	8	3			34	53	56	83	2	5	10
				7	81	7	5	1		38	49	51	85	3	5	7
				4	84	9	2			31	63	63	80	3	6	11
				5	85	6	2			35	56	99	83	2	6	9
				7	74	10	5	1		35	50	0	85	2	5	8
				5	81	8	4			36	54	55	99			
				9	68	5	5			36	45	55		99		
				8	73	12	2			43	39	63			99	
				5	82	8	3			35	54	61	80	4	9	7
				7	79	7	5	1		34	55	48	86	1	2	11
				40	42	6	3	1		37*	46*	53	77	6	6	10
				44	45	6	3	1		39	51	52	77	7	7	9
				41	45	8	3	1		39	48	53	76	8	6	10
				36	52	5	2	1		36	50	99	78	6	7	8
				49	34	9	4	1		42	45		75	8	7	10
				44	42	7	3	1		39	48	53	99			
				27	46	14	5	1		33	43	48		99		
				37	49	9	2	1		37	48	53			99	
				33	51	8	3	1		35	50	58	71	9	9	10
				50	36	6	4	1		42	46	48	84	4	4	8
				17	72	4	1	1		37	36	41	84	3	3	9
				18	74	5	1			39	39	34	85	3	3	8
				17	78	2	1	1		37	34	53	79	4	4	13
				8	86	2	1			46	40	99	80	3	4	12
				25	68	4	2			34	36		85	4	3	8
				16	77	3	1	1		41	38	39	99			
				22	59	15	4			26	48	33		99		
				22	78					43	30	48			99	
				13	79	4	2			44	37	48	74	7	5	13
				20	73	3	2			37	38	37	89	2	2	6

* Figures are for freshmen and sophomores

Field

	N	Bio Sci.	Phy. Sci.	Math.	Soc. Sci.	Hu-man.	Arts.	Educ.	En-gin.	Other
UC Grad. Students	335	15	13	4	14	16	5	4	10	13
Arts and sciences	226	22	19	7	21	24	8			
Prof./career fields	99							14	32	43
CSUC Grad. Students	667	10	7	4	16	9	5	18	3	9
Arts and sciences	343	19	13	8	31	18	10			
Prof./career fields	289							41	7	22
Priv. Instit. GS	232	3		3	17	14	18	27		6
Arts and sciences	127	5	1	5	31	26	32			
Prof./career fields	95							66		16
CC Evening Students	2679	5	3	2	14	6	4	9	6	9
Age under 40	1977	5	4	2	16	7	4	9	6	10
Age 40 or older	397	4	2	3	11	6	3	13	8	8
Income < $12,000	995	5	3	2	15	8	4	9	6	10
Income > $12,000	825	5	4	2	15	6	3	10	7	8
Men	1048	4	4	3	14	6	3	5	12	10
Women	878	6	3	1	17	8	5	15		9

UC Administrators	121
Age under 40	26
Age 40 or older	90
Gen./cent. admin.	23
Academic admin.	32
Student personnel	23
Business, fiscal	13
CSUC Adminstrators	251
Age under 40	71
Age 40 or older	174
Gen./cent. admin.	45
Academic admin.	71
Student personnel	40
Business, fiscal	17
CC Administrators	310
Age under 40	46
Age 40 or older	244
Gen./cent. admin.	31
Academic admin.	65
Student personnel	67
Business, fiscal	19
PI Administrators	85
Age under 40	25
Age 40 or older	55
Gen./cent. admin.	10
Academic admin.	19
Student personnel	9
Business, fiscal	5
Campus Chief Execs.	113
UC Chancellors	7
CSUC Presidents	10
CC Presidents	66
PI Presidents	27
UC Regents	7
CSUC Trustees	8

Age						Sex	Race				Family Income					
Un. 20	20 29	30 39	40 49	50 59	60 Ov.	Male	WH	BL	CH	OT	Un. 6K	6K 12K	12K 18K	18K 24K	24K 30K	Ov. 30K
	77	15	5	1		66	87	1	1	10	30	22	22	11	7	8
	78	15	5	1		66	89	1	1	9	31	23	20	11	9	5
1	79	15	4	1		68	84	1		15	28	21	25	10	3	13
	67	21	7	2		64	86	2	3	8	21	31	26	12	5	5
	74	16	6	2		64	88	1	4	7	26	35	21	9	5	5
	63	27	7	1		64	86	3	4	8	15	27	34	15	5	4
1	61	17	10	2		37	84	3	1	11	20	18	22	13	13	13
2	72	15	7	3		37	90		3	7	23	18	26	12	8	14
	49	19	15	1		37	78	3		18	13	24	13	15	24	11
9	42	23	10	4	1	54	75	11	7	7	17	38	26	10	4	4
12	57	31				56	75	11	7	8	18	40	26	10	3	4
			66	30	4	49	79	12	5	4	14	30	30	15	7	5
7	55	21	8	4	1	54	70	12	9	9	31	69				
13	37	26	15	5		54	80	10	5	5			59	23	9	9
7	49	25	10	4	1	99	74	11	8	7	15	40	28	10	3	3
13	44	20	12	6	1		76	13	5	7	20	34	25	11	5	4
	2	19	25	40	9	87	96	3	1							
	12	88				85	85	10	5							
			13	54	12	87	99	1								
		17	17	48	13	82	99									
	6	13	34	31	9	97	97	3								
		30	13	48	4	70	87	9	4							
		8	23	54	8	92	99									
	4	24	34	31	4	90	95	1	3	1						
	15	85				88	93	1	4	3						
			49	44	6	91	95	1	3	1						
	7	31	36	20	4	96	96		2	2						
		13	49	32	4	89	98	1		1						
	8	45	15	33		80	96		3							
		47	18	29	6	94	88		6	6						
	1	14	34	37	7	86	94	3	1	3						
	9	91				89	80	9	3	8						
			43	48	9	85	96	2	1							
	3	6	42	32	16	86	91	3		6						
	2	12	34	35	5	86	95		3	2						
	1	16	39	34	4	86	93	7								
		16	42	32	5	94	99									
	5	25	29	24	12	75	99									
	16	84				83	99									
			45	36	18	70	99									
	10	50	10	10	20	80	99									
		26	26	21	21	83	99									
	11	33	11	22	11	88	99									
		40	60			80	99									
		5	30	45	11	95	96	3		1	5		3	5	16	71
			14	57	14	86	99									99
			20	40	30	99	88			12						99
		3	32	53	9	99	95	5			5		3	2	23	66
		15	37	30	7	86	99				5		5	14	9	67
				14	71	86	99							16		84
			25	13	63	85	99									99

	N	Age						Race				Family Income					
		Un. 20	20 29	30 39	40 49	50 59	60 Ov.	WH	BL	CH	OT	Un. 6K	6K 12K	12K 18K	18K 24K	24K 30K	Ov. 30K
CC Trustees	135	1		15	23	34	19	97		1	1		6	21	20	14	39
Age under 40	21	5		95				94		6			6	34	20	20	20
Age 40 to 59	77				40	60		97		1	1		2	21	21	11	45
Age 60 or over	26						99	99					16	25	16	18	25
Income < $12,000	6			17		17	50	99					99				
Income 12K - 30K	48			23	17	31	25	96		4				40	35	25	
Income > $30,000	35			9	40	37	14	97			3						99
Blue collar	4																
Business/admin.	33			15	12	45	21	97			3		7	29	16	10	39
Professional	38			24	21	29	24	95		5			8	14	19	12	47
PI Trustees	188		3	8	20	34	29	99		1		7	6	11	9	9	57
Age under 40	20		25	75				99				23	15	9	15		38
Age 40 to 59	101				37	63		98		1		7		11	9	13	60
Age 60 or over	55						99	99					7	16	7	7	63
Income < $12,000	12		17	25	8	25	17	99				58	42				
Income 12K - 30K	30			10	33	27	30	99						40	30	30	
Income > $30,000	59		2	7	19	37	32	99									99
Blue collar	1																
Business/admin.	35			6	20	40	34	99						6	6	3	83
Professional	54		4	4	30	31	26	98		2		14	9	19	9	14	35
UC Community People	249		17	17	21	18	16	89	5	4	3	10	15	24	13	10	29
Whites	163		18	17	23	20	18	99				8	15	22	11	11	32
Blacks	10			30	30	30	10		99			22		33	33		11
Chicanos	7		43	29	14	14				99		14	29	29	14		14
Income <$6,000	17		47	18	18		18	76	12	6	6	99					
Income 6K - 12k	27		59	11	7	7	11	93		7			99				
Income 12K-30K	83		12	19	22	24	18	87	7	4	2			51	28	22	
Income > $30,000	53		4	19	34	26	13	96	2	2							99
Homemaker	18		17	17	22	22	11	99				6		28		6	61
Blue collar	11		27	18		18	18	60	20	10	10	27	27	27	18		
Business/admin.	56		13	13	23	25	23	91	5	4		7	10	24	15	7	36
Professional	72		15	21	31	18	14	92	4	3	1	10	15	21	10	14	28
CSUC Community Peop.	647	1	14	20	27	21	11	90	3	5	2	8	21	23	20	12	15
Whites	496	1	13	18	29	22	11	99				6	20	23	21	13	17
Blacks	20		10	60	15	5			99			35	24	29	6		6
Chicanos	26	8	42	19	27					99		38	27	23	8	4	
Income < $6,000	47	2	45	26	6	4	9	64	13	21	2	99					
Income 6K - 12K	115	3	30	30	18	8	7	83	3	6	7		99				
Income 12K - 30K	296	1	8	18	35	20	11	93	2	3	2			42	36	22	
Income > $30,000	87		2	6	34	41	10	98	1		1						99
Homemaker	86	2	13	23	23	21	12	91	5	3	1	5	23	25	16	9	21
Blue collar	101	3	30	22	26	10	2	77	8	12	3	21	32	29	13	3	
Business/admin.	157		10	15	36	23	11	89	3	1	7	6	19	17	20	17	19
Professional	166		9	22	27	23	13	94	2	3	2	4	15	20	27	14	18
CC Community Peop.	2720	4	21	19	23	17	7	84	5	6	4	11	22	28	20	11	8
Whites	1795	3	21	19	24	20	8	99				8	20	28	22	12	9
Blacks	116	3	31	28	24	7	1		99			22	37	24	12	2	3
Chicanos	129	8	38	22	23	6	1			99		26	41	24	5	3	1
Income < $6,000	217	7	51	14	11	4	7	69	11	15	5	99					
Income 6K - 12K	452	4	37	22	14	12	7	75	9	11	4		99				
Income 12K - 30K	1198	3	14	22	28	21	6	90	4	3	3			47	35	18	
Income > $30,000	191	4	5	13	34	27	12	89	2	1	9						99
Homemaker	315		18	21	29	18	8	90	4	4	2	8	24	29	20	9	9
Blue collar	354	6	35	22	18	9	4	73	8	15	4	19	33	31	11	3	2
Business/admin.	656	2	18	20	27	21	7	88	4	4	5	7	18	25	24	14	10
Professional	465		17	21	26	24	8	87	4	4	5	5	15	27	24	14	13
PI Community Peop.	342		9	19	27	20	17	93	5	1	1	3	15	22	17	8	35
Whites	201		8	18	29	21	18	99				2	15	21	17	8	37
Blacks	11		9	27	36	18	9		99			20	30	30	10		10
Chicanos	2									99							
Income < $5,000	7		29	43	14	14		57	29	14		99					
Income 6K - 12K	32		28	22	22	9	19	88	9		3		99				
Income 12K - 30K	97		6	24	29	18	19	95	4		1			47	35	18	
Income > $30,000	73		1	11	40	30	15	96	1	1	1						99
Homemaker	34		15	24	29	6	24	94	6			9	21	24	12	9	24
Blue collar	11			36	27	9	9	60	30		10		56	33			11
Business/admin	70		7	14	34	30	13	96	4				9	18	16	9	47
Professional	78		8	17	26	26	19	92	4	1	2	3	14	22	19	10	32

Sex	Level of Education*									Occupation*									
Male	1.	2.	3.	4.	5.	6.	7.	8.	9.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
84		1	1	1	1	15	15	19	45	10		2	3		26	15	13	10	24
88				12		6		23	59	13					31		13		43
87					1	16	25	16	41	9			2		31	15	2	16	25
81						21	4	26	48	10		5	10		10	23	28	5	10
83						17		17	67						40		40		20
85		2		4	2	22	16	18	36	10		2	5		27	15	15	10	15
83						3	20	24	[illegible]	12					18	18		12	40
94				3		29	29	23							64	36			
97							8	16	[illegible]								26	21	53
77			1	1		8	18	16	55	11		2		2	9	24	24	5	24
69				8			15	31	46	33						22		11	33
81						6	17	10	67	8		2			12	23	32	3	20
73			3			15	22	22	37	13				4	9	28	13	9	24
75								9	91								50	20	30
77				3		7	18	10	62	11					11	8	43		26
78			2			10	26	20	42	17					13	42	2	3	22
94			3	3		11	34	26	23					3	29	69			
83						2	6	9	82								44	11	44
64	1		1	6	1	10	28	18	35	11	3	2	2	10	16	11	11	19	16
63			1	6	2	8	28	20	35	13	2	1	1	8	15	12	11	20	16
70	20					30	20	10	20		13	13		13	25		25		13
99		14				14	14	14	43		20			20	20			20	20
47	6		6			6	37	6	37	7	7	13		27			13	27	7
56				11		7	19	19	44		16			16	10		27	21	10
70		1	1	6	4	12	24	18	33	9	1	1	5	9	16	12	13	13	21
66	2			4		6	29	24	34	22					20	18	4	20	16
						11	56	17	17	99									
73	9	9		36		18	27				45	27	27						
73			4	12	5	21	34	14	10					25	45	30			
69	1					1	15	25	58								25	40	35
60	1	1	3	11	2	25	20	13	24	16	6	8	6	9	11	10	14	11	8
61	1	2	2	9	2	24	21	13	24	18	6	6	6	9	12	10	14	12	8
47	5		26	21	5	21		5	16	21	16	11	16	16	5		5	11	
50			12	23	4	31	12	8	12	14	9	41	5	5	5		22		
51	9	9	11	19		19	11	11	13	10	34	15	2	10	10	2	7	5	5
49	1	4	3	16	3	30	20	13	10	18	13	11	6	22	6		14	8	2
64			3	7	3	27	22	13	25	15	1	8	8	6	12	12	17	15	5
70				7		16	24	11	41	22				1	19	18	10	7	22
3	1	5	9	14	1	27	24	13	5	99									
71	5	5	9	22	5	36	12	3	3		30	39	32						
69			1	11	3	37	30	11	6					30	39	31			
76				1		7	18	20	54								43	35	22
56		1	2	12	2	36	17	10	18	18	5	8	8	14	15	6	9	11	8
56		1	2	11	2	37	18	10	18	18	4	6	7	14	17	8	8	11	7
40		1	5	13	7	30	18	6	19	14	13	15	7	15	13	1	7	7	7
53	1	2	9	21	3	39	7	6	11	11	18	23	8	11	10	1	12	5	2
41	1	1	7	14	2	40	17	7	10	16	12	20	8	24	7		5	5	4
50		1	4	18	4	43	13	6	10	20	12	9	9	21	9	2	7	7	5
58		1	2	9	2	36	18	11	20	17	1	7	7	13	18	8	10	13	7
64			1	9	2	22	21	9	36	18		1	5	1	24	15	7	7	22
2	1	1	4	17	3	40	20	8	6	99									
71		2	5	21	4	52	8	3	4		24	40	37						
63		1	3	14	3	45	16	9	7					39	43	19			
67						10	22	18	49								35	38	27
60	1		1	8		12	25	17	35	18		2	4	4	19	14	16	11	14
62				9		12	25	18	36	19			2	4	19	15	16	11	14
27	9		9	18		18	27		18	18	9	18		9	18		18		9
43	29						29	29	14	61							20		20
31			6	16	3	13	22	19	22	25	3	3	10	10	10		18	10	10
66			1	8		14	28	17	32	17		2	1	1	19	14	22	13	10
70			1	4		10	23	15	46	12			1	3	24	24	9	6	21
3	6			15		21	38	12	9	99									
60			40	10		10	30		10		9	27	64						
77				15		17	32	15	21					10	51	39			
76				3	1	5	11	20	59								40	26	35

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* See questions 121 and 123 on page A14.

APPENDIX H

INSTITUTION IDENTIFICATION

University of California

A	Davis
B	Santa Cruz
C	Berkeley
D	Santa Barbara
E	Los Angeles
F	San Diego
G	Irvine
H	Riverside

California State Universities and Colleges

A	Chico
B	Sonoma
C	Bakersfield
D	San Jose
E	Fullerton
F	San Francisco
G	Fresno
H	San Fernando
I	Long Beach
J	San Diego
K	Hayward
L	San Bernadino
M	Polytechnic, Kellogg-Voorhis
N	Sacramento
O	Los Angeles
P	Polytechnic, San Luis Obispo

California Community Colleges

1	West Valley College
2	Yuba College
3	Allan Hancock College
4	Bakersfield College
5	American River College
6	West Los Angeles College
7	Ventura College
8	Victor Valley College
9	Barstow College
10	Cerritos College
11	Butte College
12	Southwestern College
13	Sierra College

14 Skyline
15 Chabot College
16 City College of San Francisco
17 Citrus Community College
18 Shasta College
19 Santa Monica College
20 Santa Rosa Junior College
21 College of Alameda
22 College of the Redwoods
23 College of Marin
24 Santa Barbara City College
25 San Jose City College
26 Santa Ana College
27 College of the Siskiyous
28 Consumnes College
29 Compton College
30 San Joaquin Delta College
31 San Diego Mesa College
32 San Francisco Community College District
33 Contra Costa College
34 Cypress College
35 Cuesta College
36 San Diego Evening College
37 San Bernadino Valley College
38 San Diego City College
39 Diablo Valley College
40 El Camino College
41 East Los Angeles College
42 Saddleback Community College
43 Riverside City College
44 Sacramento City College
45 Feather River College
46 Gavilan College
47 Fresno City College
48 Rio Hondo College
49 Pasadena City College
50 Reedley College
51 Glendale College
52 Hartnell College
53 Grossmont College
54 Palomar Junior College
55 Ohlone College
56 Orange Coast College
57 Indian River College
58 Los Angeles City College
59 Long Beach City College
60 Napa College
61 Mount San Antonio College
62 Mount San Jacinto College
63 Los Angeles Harbor College
64 Los Angeles Southwest College
65 Los Angeles Pierce College
66 Merritt College

67	Los Angeles Valley College
68	Merced College
69	Los Angeles Trade Technical College

Private Institutions

A	Westmont College
B	Armstrong College
C	California Baptist College
D	Azusa Pacific College
E	University of San Francisco
F	University of the Pacific
G	University of Redlands
H	California Institute of the Arts
I	Dominican College of San Rafael
J	Claremont Colleges (including Pitzer)
K	Saint Mary's College of California
L	Pepperdine University
M	Pitzer College
N	Immaculate Heart College
O	Mills College
P	Menlo College
Q	Pasadena College
R	Otis Art Institute of Los Angeles County
S	Pacific College
T	Monterey Institute of Foreign Studies
U	Occidental College
V	Mount Saint Mary's College
W	University of Santa Clara